DOCUMENT RESUME

ED 175 224 EC 120 259

AUTHOR Swan, William W., Ed.
TITLE HCEEP Outreach: Selected Readings.
INSTITUTION Thomas Buffington and Associates, Washington, D.C.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.
PUB DATE Jun 78
NOTE 139p.; Print is variable and marginally legible on some pages

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Early Childhood Education; *Handicapped Children; Models; *Outreach Programs; *Program Evaluation
IDENTIFIERS *Handicapped Childrens Early Education Program

ABSTRACT

Based on a Handicapped Children's Early Education Program (HCEEP) Outreach Project Directors Conference in 1977, the monograph examines the nature of outreach in the education of young handicapped children. The first part provides an overview of outreach efforts, including a summary of previous Bureau of Education for the Handicapped directions and a description of current efforts. The second chapter in the section reviews 15 articles on HCEEP outreach. The booklet's second major part deals with outreach models as described by N. Anastasiow and W. Swan. The final section presents six papers regarding the evaluation of outreach approaches, and includes the following titles and authors: "Indicators of Impact of Awareness and Product Development/Distribution Activities" (T. Buffington, R. Druckenmiller); "Suggestions for Measuring Impact of Technical Assistance Services Provided by Outreach Programs" (D. Croft); "The Evaluation of Outreach Activities Designed to Stimulate High Quality Services" (T. Suarez, D. Croft); "Evaluation of Outreach to States" (N. Ellis); "Evaluating the Impact of Training Activities" (C. Rentz); and "Outreach Project Evaluation" (A. Hayes). (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED175224

HCEEP Outreach:

Selected Readings

Prepared for
Bureau of Education for the Handicapped
Division of Innovation and Development
Program Development Branch

June 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Edited by
William W. Swan
Handicapped Children's
Early Education Program

EC120259

Prepared by
Thomas Buffington & Associates, Inc.
2710 Ontario Road, N. W.
Washington, D. C. 20009

DISCLAIMER

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U. S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

TABLE OF CONTENTS

INTRODUCTION 5

PART A: Overview 7

Chapter 1 8
An Overview of the Goals and Parameters of Outreach

Chapter 2 16
Abstracts of Chapters and Articles from Two Publications: *TADS Cycles—Outreach-A Special Edition* and *TADS Outreach—Replicating Services for Young Handicapped Children*

PART B: Specific Outreach Models 23

Chapter 1 24
Facilitating Environments Encouraging Development (FEED) of Outreach Model/Rationale (1977-1978) by Nicholas Anastasiow, Institute for Child Study, University of Indiana

Chapter 2 47
An Outreach Process Model by William W. Swan reprinted from TADSCRIPT Number 8, Technical Assistance and Development System, University of North Carolina, Chapel Hill, 1975

PART C: Papers on Evaluating the Impact of Outreach Activities .. 81

- "Indicators of Impact of Awareness and Product Development/Distribution Activities"—Thomas Buffington, Thomas Buffington and Associates, Washington, D. C. and Robert T. Druckenmiller, Porter/Novelli Associates, Washington, D. C. 82

- "Suggestion for Measuring Impact of Technical Assistance Services Provided by Outreach Programs"—Donald Croft, University of New Mexico, Las Cruces, New Mexico 85

- "The Evaluation of Outreach Activities Designed to Stimulate High Quality Services"—Tanya M. Suarez, Technical Assistance and Development System, Chapel Hill, North Carolina and Don B. Croft, University of New Mexico, Las Cruces, New Mexico 91

- "Evaluation of Outreach to States"—Norman Ellis, Ohio State University, Columbus, Ohio 95

- "Evaluating the Impact of Training Activities"—Charlotte C. Rentz, Educational Testing Service, Atlanta, Georgia 101

- "Outreach Project Evaluation"—Andrew E. Hayes, University of North Carolina, Wilmington, North Carolina 104

SUMMARY 111

APPENDIX A: Participants in the Outreach Project Directors' Conference 113

APPENDIX B: References 125
Part A, Chapter 1 125
Part A, Chapter 2 126
Part B, Chapter 1 129
Part B, Chapter 2 130
Part C, Outreach Project Evaluation 132
Other Reference 133

APPENDIX C: Idea Worksheets 134

Introduction

This monograph is the second publication resulting from the Handicapped Children's Early Education Program (HCEEP) Outreach Project Directors' Conference held in Washington, D. C. in September of 1977. While the first document of this conference, the *Outreach Project Directors' Conference Proceedings,* was a collection of presentations and information about the meeting, this monograph emphasizes content in the area of outreach. This monograph is organized into three major parts and three appendices.

The first part, Part A, is an overview of outreach efforts. Chapter I, An Overiew of Outreach, provides a detailed statement of the parameters for outreach and model programs as well. This chapter is both a summary of previous BEH directions and a description of current efforts. The second chapter provides an overview of previous publications on HCEEP outreach as contained in *TADS Cycles—Outreach—A Special Edition* and *TADS—Outreach TADSCRIPT.* Brief abstracts of each article/chapter are also included in this chapter.

Part B, the second major part, focuses on particular outreach models which have been used as a basis for providing outreach assistance. The criteria for including an outreach model in this part are: 1) the specification of a series of steps or phases of outreach activities; 2) the interrelationship of these steps/phases; 3) references to the work of others relative to outreach efforts; 4) references to particular assumptions or constraints of a given model; and 5) application of the model to specific HCEEP outreach efforts. There are a number of outreach projects which have provided an outreach approach including specification of model components to be utilized as a basis for outreach efforts, identification of target audiences, criteria for the selection of specific targets, particular outreach services to be provided, objectives-procedures-outputs, and evaluation

plans. However, the focus of this part is on outreach models which provide both a process and a rationale for implementing outreach activities according to the specified criteria. Only those models submitted as a part of HCEEP outreach proposals were considered.

Part C is comprised of six papers focussing on evaluating the impact of outreach activities. These papers resulted from the thoughts and experiences gained from evaluation consultants who assisted in planning the Outreach Project Directors' Conference. The six papers are related to the following outreach activities: awareness, product development/distribution, stimulating sites, state/ involvement/coordination, training, and other activities. Additionally, information provided in the papers details many of the activities included in the Idea Worksheets contained in the *Proceedings Document* and Appendix C of this monograph.

The three major parts are followed by a brief summary and three appendices. The first appendix is a listing of the participants in the Outreach Project Directors' Conference. Appendix B is a listing of references from chapters in the three major parts. Appendix C contains the Idea Worksheets generated by the Outreach Project Directors' Conference.

The purpose of this monograph is to provide a partial reference on outreach efforts based on the HCEEP outreach projects. All outreach project staffs have contributed to this publication—if not in authorship then in practical experience which has been shared. This monograph is not meant to be the final word in the area of stimulating increased high-quality services to preschool handicapped children and their families; rather it is intended to provide an organized collection of information which can facilitate refinement of existing efforts or stimulation of new ideas. Thanks to all those who have contributed, are currently contributing, and will continue to contribute directly or indirectly to the HCEEP outreach effort.

William W. Swan
Acting Chief
Handicapped Children's
Early Education Program

part a

overview

Part A, the Overview, is composed of two chapters. The first chapter focuses on the historical perspective of the BEH/HCEEP regarding outreach. It also provides parameters for outreach and defines six groupings of outreach activities. The second chapter centers on the contribution of a number of HCEEP Outreach Projects relative to several aspects of outreach efforts.

chapter 1

an overview of the goals and parameters of outreach*

I. HISTORICAL PERSPECTIVE

A. *PRINCIPLES, GOALS, FUNDING CRITERIA*

Outreach was formulated as a vehicle to allow successful demonstration projects to continue sharing their expertise and experience with others. Outreach was added to demonstration projects to assist in meeting the HCEEP mandate. Four principles of outreach were indicated relative to this information:

- It can be more efficient (monetarily) to stimulate others to use a given model than to initiate the redevelopment of that, or a very similar model.
- More handicapped children and their families can be served in a shorter period of time via outreach (reduced time for development, testing, revision, and implementation of selected model components).
- Direct service providers (e. g., LEA's, SEA's) are generally more willing and able to initiate some type of services to preschool handicapped children and their families, based on previously developed model components, rather than they are to initiate model development efforts.
- A variety of outreach activities may be used as the basis for sharing expertise and experiences, but a focus on

*Presented at the Outreach Project Directors' Conference (September 1977) in Washington, D. C. by William W. Swan.

"replicating" some demonstration model components must be evident.

Consistent with the mandate of the HCEEP and based on both the existing goals of demonstration projects and these four principles, two goals were specified for outreach: to stimulate increased high quality services for preschool handicapped children and their families and to develop effective outreach models. These two goals were then combined with five minimal criteria which must be satisfied in order to receive outreach funding:

- three years of HCEEP demonstration funding
- assurance of local continuation
  - —amount and source(s) of funding
  - —number of children to be served
  - —number of personnel
  - —location of services
- evidence of need and demand for outreach activities
- evidence of experience in working with other agencies
- description/samples of materials

These goals and criteria (initially developed over five years ago) are the current rules and regulations for outreach projects as contained in the *Federal Register.*

B. *BATTELLE INSTITUTE REPORT*

As an integral part of the external evaluation of the HCEEP, the Battelle Institute (Columbus, Ohio) investigated the areas of "replication" and "dissemination" in addition to a number of other variables. These two aspects of the Battelle Institute's effort resulted in several generalizations.

In the area of "dissemination," there were three key generalizations: First, outreach projects were found to use a wide range of dissemination methods which were in use by the end of the

third year of the demonstration project. Second, most outreach projects did NOT appear to focus their dissemination activities on selected types of agencies or geographic areas, although most outreach projects did focus their efforts within their own states. And, third, most "replication" sites became aware of the outreach project by a third party. Personal communication between the key person at the "replication" site and the outreach project director cemented the relationship.

In the area of "replication," four key generalizations were provided by Battelle. First, a large proportion of the "substantiated replications" were supported by monies from LEA's, SEA's, and Head Start. Second, outreach projects provided a variety of services to "replication" sites, ranging from one to four contacts. Each contact ranged from two hours to 1½ weeks, during a six-month period. Third, concerning the service delivery aspects of demonstration, outreach projects and their "replication" sites corresponded moderately on educational programs, well on child populations served, and little on child-staff ratios. But fourth, Battelle found that a significant portion of the whole or partial "replications" reported by the HCEEP projects studied were NOT "replications" (28% NOT AT ALL).

There were a number of criticisms of the Battelle Report, including the sampling procedures of HCEEP projects and the definitions of "dissemination" and "replication." However, the report did indicate that outreach projects were involved in a variety of outreach activities and that there was little consistency among the outreach projects relative to evaluation strategies and record keeping systems. Further, there was at least an implicit question as to the parameters of outreach.

II. A PARADIGM FOR OUTREACH

In developing an overall view of outreach, the following materials were reviewed in detail: principles of outreach, goals of outreach, rules and regulations (criteria) for outreach, Paul

Ackerman's Memo on Outreach, Jane DeWeerd's Handout on Outreach, Battelle Institute Report, position papers on outreach and model projects (by Garry McDaniels and Mary Kennedy) reviewed at the Project Directors' Meeting in 1976 and responses to these papers, all outreach proposals for 1977-78 funding year, and all mid-year progress reports for outreach projects 1976-77 funding year. Input from a variety of individuals also contributed to this development.

Two additional ideas should be considered in reviewing the outreach paradigm. First, as with children, each outreach project is unique, but has a number of similarities with other outreach projects; these similarities are the basis for this paradigm and overview. Second, the examples provided in each area are not exhaustive; other terms or similar activities might also be included.

Figure 1 details an overview of outreach. The basis of this approach is a marketing paradigm. In this paradigm a person has an idea (for a product/service), obtains support from an investor(s), obtains production/manufacturing capability and provides the product/service to a retailer who sells the product/service to a consumer. In this paradigm, the consumer can also initiate an idea which might culminate in the delivery of a product/service to another customer.

This paradigm can also be applied to a demonstration project. In this case, an applicant writes a proposal and submits it to the BEH/HCEEP. BEH/HCEEP appropriately reviews the application and funds (invests in) the project. The grantee then becomes the producer/manufacturer/wholesaler relative to the development, field testing, revision and completion of model development, resulting in the continuing delivery of direct services to preschool handicapped children and their families (consumers).

The outreach paradigm presented is based on the marketing paradigm. An applicant (third year demonstration project or current outreach project) develops an application consistent with the minimal requirements for outreach (rules and regulations) and submits that proposal to the BEH/HCEEP. The BEH/HCEEP appropriately reviews the proposal, and assuming selection of that proposal, funds the outreach project via a grant (investment). As an integral part of that proposal, the specific product/services (assistance) to be provided and the

Figure 1
OVERVIEW OF OUTREACH ACTIVITIES PARADIGM

targets desiring those products/assistance are explicated.

As the producer, the outreach project may develop new materials or field test and revise existing materials. Further, specific types of materials may be produced for specific types of assistance that the outreach project will provide to targets. As the wholesaler, the outreach project provides selected products/assistance to selected retailers (targets) who in turn provide some type of increased high-quality specialized services to preschool handicapped children and their families. Most often, these services are provided on an individualized basis via the development of a written agreement between the wholesaler (outreach project) and the retailer (direct service provider).

As indicated in Figure 1, there are six areas of assistance which outreach projects have provided to targets:

- *Increasing awareness.* Outreach projects may seek to increase the awareness of the need for early childhood education for the handicapped and the ability to meet such a need. Examples of specific activities include advertising-promotional activities (mass mailings, journal articles, convention/conference presentations, university seminars, public media, newsletters, exhibits, materials dissemination, e. g., brochures), demonstration of given demonstration model components at the demonstration-continuation sites, and discrete conferences/workshops (one shot efforts with a duration of two days or less).

- *Product development and distribution.* Outreach projects may need to develop new products and/or field test and revise other products developed during the demonstration funding. Outreach projects also distribute such products or materials to interested targets. Examples of products or materials relative to this area are administrative manuals and curriculum guides.

- *Stimulating sites.* Outreach projects may provide assistance to sites wishing to use selected model components, primarily

service to children and service to parents activities. Examples of such assistance include program planning, needs assessment, budget funding sources, staff selection and training, evaluation and feedback.

- *Stimulating state involvement.* Outreach projects may provide assistance to stimulate state involvement in early childhood education for the handicapped. Examples of activities in this area are developing coordinated referral networks, linking sources together, developing and revising legislation, developing early childhood state plans, working with consortia, participating as an advisory board member, and formulating policies at the state level. Such activities can focus on targets in addition to the SEA, but the SEA should be included as a significant target in such efforts.

- *Training.* Outreach projects may also focus their efforts on training activities with selected targets. Such training activities generally focus on a variety of topics not necessarily limited to the specifics of a given model. Examples of such training efforts include short-term training, practicum-internship placements, and working with university training programs to utilize model components in early childhood courses.

- *Other specific consultative activities.* Outreach projects do engage in other activities which are different from the first five areas of activities. Examples of such activities include consultation on specific topics, supportive efforts to other projects, and screening efforts.

As a wholesaler, the outreach project provides a subset of these products/assistance to each retailer (target). Specification of such targets should include at a minimum both the type of fiscal agent or type of agency, and the particular roles of the people within the agency. It is the role of the retailer (direct service provider in some respect) to provide increased high-quality services to preschool handicapped children and their parents (the first goal of outreach).

III. EVALUATION OF OUTREACH ACTIVITIES

As a demonstration project evaluates its model (both formatively and summatively), and the impact of its efforts, an outreach project should evaluate its provision of assistance and the impact of its efforts, e. g., number of preschool handicapped children and their families receiving new/improved services.

Based on nine years of experience with demonstration projects, numerous evaluation strategies have been developed, many in cooperation with TADS.[1] One of the advantages of developing evaluation strategies with demonstration projects has been the relatively defined focus of demonstration project efforts.

While outreach has been funded for a number of years, there has been a more diffuse focus to outreach efforts than demonstration efforts based in part on the fourth principle of outreach. Additionally, there has been no technical assistance agency to assist outreach projects in any area, including evaluation. However, many outreach projects have made very strong efforts to evaluate their activities. The emphases of such evaluative efforts have been on the amount and quality of assistance provided by the outreach project to the target. Such evaluative information is critical to the provision of highest quality assistance. An additional evaluative focus for which a critical need exists is the measurement of the impact of outreach assistance upon the provision of direct service to children and their families.

---

[1] Technical Assistance Development System

chapter 2

Chapter 2 is composed of abstracts of chapters and articles from two publications: *TADS Cycles—Outreach - A Special Edition* and *TADS Outreach—Replicating Services for Young Handicapped Children.* These publications were produced by the Technical Assistance and Development System (TADS) at Chapel Hill, North Carolina. Project Directors and project staff wrote the chapters/articles based on their outreach experiences.

A. *TADS Cycles—Outreach - A Special Edition;* Goin, Kenneth and Mears, Carolyn (Eds.) Technical Assistance and Development System; 500 NCNB Plaza; Chapel Hill, North Carolina 27514, Summer, 1975.

Sanford, Anne R., *Developing Replicable Products.*

This article is organized around five topics. First, a list of seven distinctive products is provided. Second, the replicability of products is examined relative to the generality (use by a variety of audiences) and relevance (relationship of products to target audience's need). Third, two specific attributes (conveyability and flexibility) of the Chapel Hill products are discussed. Fourth, staff capabilities in terms of use of the products are reviewed. And fifth, the delivery system for use of the materials is explored. The delivery system has utilized a "persuader" approach to influencing acceptance of its products and efforts which has resulted in a list of ten levels of "inherent positive reinforcement."

Murphy, Glennie H., Jr., *Target Audiences Among Head Start Programs.*

A brief history of the Head Start Program is provided in this article covering the period from program initiation in the summer of 1965 throu the summer of 1975. There is a statement of three activities which were

implemented to meet the mandates of the Equal Opportunity Act (10% mandate). Five options are stated relative to the Program Options Policy and the relationship between First Chance Projects and Head Start Projects. Six areas are listed in which First Chance Projects can assist Head Start Projects: program planning, inservice and staff training, enrollment, diagnosis, parent programs, and outreach. A list of references is also available.

Jelinek, Janis A., *Outreach Activities to Head Start Program.*

An overview of Project Tapp's (Technical Assitance to Preschool Programs) outreach assistance is the focus of this article. Several important "truisms" concerning extending outreach activities to Head Start are included, such as, "replication is not duplication," and "your project may not be the only source of help to Head Start programs in meeting the needs of their children with special needs." A review of the constraints and the resources of this program is also provided. Briefly described are three outreach services: staff training, development of a communication aid (paraprofessional) training program, and in-center technical assistance for evaluation, programming, and continued training. The article also contains a summary statement and conclusions.

King, Kay F., *Reach-Out for Replication.*

This article provides a brief historical perspective of this project's efforts and details nine ideas for replication-outreach. Examples of ideas included in this article are: "Deciding What You Want to Replicate," "Use of an Advisory Board as a Resource Support Committee," "Meaningful Progress Reports to Selected Audiences," and "Assisting Others on a Cooperative Basis."

Horton, Kathryn B.; and Prince, Daniel B., *The Use of Media in the Delivery of Services.*

In this article, Horton and Prince review the efforts of the outreach project at the Bill Wilkerson Hearing and Speech Center in Nashville, Tennessee (now located at the Urban Observatory in Nashville, Tennessee). Media provide three important functions in

this program: 1) documentation, 2) training, and 3) promotion. There are also descriptions of how to develop contact with outside media professionals to produce quality programs, of the public's response to media materials, of the client's viewpoint, and of an overview of the "communications process."

Schortinghuis, Neil, *Portage Project Evaluation.*

This article provides sections on the evaluation of outreach activities in the five types of assistance the Portage Project delivers to selected targets. Also included are a series of figures focussing on the application of these ideas, as related to the five types of outreach assistance the project provides.

Jordan, Cassandra. *Continuation Funding for Preschool Special Education.*

The difficulties encountered and the successes achieved by one project seeking continuation of its demonstration project are the foci of this article. The project obtained continuation funding through a combination of sources and is located in a large city school system.

B. Gunn, Lynn (Ed.), *TADS Outreach—Replicating Services for Young Handicapped Children,* TADS; 500 NCNB Plaza, Chapel Hill, North Carolina, 27514, 1975.

Karnes, Merle B.; and Zehrbach, R. Reid, *Identifying Replicable Products.*

The principles and procedures for identifying and assessing potential replicable products are provided in this chapter. The authors define a product as any knowledge, attitude, or skill that is an integral part of a demonstration program. Thus, an idea, system, procedure, process, philosophy, theory, curriculum, research result, mechanical device or audio-visual presentation is a product. However, replicable products are considered to be only those products which can be adopted or adapted for use at another

demonstration site. In selecting replicable products, the model program staff—in their role as disseminators—must consider three sets of principles: 1) principles (to be applied before target audiences are considered) for determining whether or not a product is suitable for replication; 2) principles for assessing the potential user's attitudes toward a given product; and 3) principles for selecting products that are compatible with resources. The authors provide a discussion of the interrelationship between product, target audience, and delivery strategy and a checklist for self-assessment to facilitate the application of these principles.

Stedman, Donald J., *Selecting Target Audiences for Your Replicable Products.*

Stedman's chapter focuses on providing an approach to identifying and analyzing potential targets—organizations and individuals. This approach includes three areas: determining the type of target being considered; analyzing that target; and developing a plan for making contact. The author provides descriptions and relationships between four types of targets: user, conveyer, supporter, and competing. The identification and analysis of targets focuses on a dynamic approach to exploring the types and relationships of targets within a particular community. The contact strategy includes several alternatives, such as a site visit to the demonstration project, a planned encounter, and the development of a joint task. The emphasis of such contacts is on the systematic nature of the process.

Havelock, Ronald G., *Delivering Replicable Products to Your Audience.*

This chapter provides a detailed approach and rationale for setting stages of innovation. The author focuses on the task of the change agent, who finds a meeting ground between the seller's and the consumer's points of view. A rationale and model for coordinating change includes the integrating of change agency activities with the client's adoption activities, the chain reaction of innovation acceptance for three key types of people and a

stepping-stone strategy for gaining group acceptance. It also contains an outline of a total delivery strategy including key types of people, innovators, registers, opinion leaders, and average persons. This outline is implemented via six major steps: gaining the adoption of new ideas from individuals/groups through awareness, interest, evaluation, trial, adoption, and integration. Additional references are detailed for a more intensive investigation of this model.

Weikart, David P., *Developing and Replicating Programs in Education.*

The author provides an overview of the advantages and disadvantages of focussing on the replication of particular models. Weikart emphasizes that replication requires a circular interaction approach rather than a linear interaction between the developers and the implementers. Five suggestions are provided for a practical means of ensuring the survival of new programs once they are on their own: (1) During the initial contacts and establishment of the replication ties, do not compromise the basics of the model any more than necessary; (2) Consider some form of certification of the staffs at the replication sites as a necessary stage before withdrawing from the sites; (3) Consider licensing of the sites; (4) Provide printed and audio-visual training materials to the replication sites; and (5) Maintain professional contact with independent local sites.

House, Ernest R., *Assessing the Impact of Replicable Products on Target Audiences.*

The author states that First Chance centers must collect two types of evaluation information: data regarding the success of the education program with children and their parents, and data regarding the success of the model with those who are replicating it. The chapter focuses on detailing the latter. The emphasis on assessing the impact of replication activities should be placed on examining the effects of those activities on the replication sites. Such effects may be diffuse and are likely to be relatively unspecifiable in advance. As a means to document such effects, the

author suggests that one might use open-ended instruments which can document a variety of impacts. And as a substitute for a classical research design, House suggests the use of a more equivocal survey design which calls for an honest panel to make judgments as to whether the critical incidents could conceivably have resulted from the model center's activities. The author also focuses specifically on the acceptance or non-acceptance of the assumption of the doctrine of transferability relative to generalizing the results of a given replication effort.

Moss, James W., *Finding Money for Developing Replicable Products.*

This author provides seven sources of funding which are reasonably well known: (1) direct federal grants, (2) federal funds controlled by the states, (3) state tax monies, (4) local tax monies, (5) foundations, (6) service clubs, and (7) private donations, either direct or through community drives. The author prioritizes these sources relative to the long term support of a program. Six general principles about getting money are detailed: (1) Time is your greatest enemy, (2) A good salesman knows his product and the market, (3) Know your funding sources, (4) Know your competition, (5) Avoid controversy, and (6) Finally, get a money man. Based on these principles, each of the funding sources is reviewed. Additionally, general recommendations are provided for different types of organizations including state supported agencies, universities, and community agencies. Moss also suggests a specific focus on grantsmanship and emphasizes the following characteristics of a good proposal: clarity, specificity, evaluation, and data. The author also recommends a carefully planned approach to obtaining monies.

Gunn, Lynn, *Organizing Your Staff for Replication.*

Gunn focuses on examining the changes in staff roles and skills from a demonstration project to an outreach project. Six skill areas are reviewed relative to the needs of demonstration projects versus outreach projects: communication skills, listening and responding skills, sensitivity skills, selling skills, negotiation skills, and product

development skills. The author indicates that projects and staff should be aware of the various skills needed for different types of activities prior to initiation.

Wood, Mary M., *A Case Study in Replication.*

This chapter provides a brief history of the efforts of one project to replicate its model and services. This three part chapter begins by reviewing the rationale and initiation of the replication effort and includes specific examples of information disseminated to specific audiences. The second part focuses on the selection of targets (user, conveyor, supporter, and competing targets as detailed by Stedman). The final section focuses on the strategies used for replication. The project used eleven general strategies for accomplishing statewide replication in a five year time frame.

part b

specific outreach models

The outreach models described in the two chapters of Part B were chosen based on the following five criteria: 1) the specification of a series of phases or steps in outreach activities; 2) the systematic relationships among these steps and/or phases; 3) references to the works of others; 4) references/specifications of particular assumptions or constraints of the model; and 5) evidence of application of the model to specific outreach efforts.

The outreach models included in this part were selected fro.n the proposals submitted for outreach funding under HCEEP. There are a number of approaches utilized by outreach projects which include specified details, but which did not meet all of the five criteria stated above. Should the reader be interested in these other approaches, information may be requested from the outreach projects individually as listed in Appendix A.

chapter 1

facilitating environments encouraging development (feed) of outreach model/rationale*

A mixed or eclectic model appears to be the most useful one to achieve the stated goals of the FEED Outreach Project. Three models are used to develop this mix: an industrial marketing model (Prince, 1976), Rogers' diffusion model, (1962) and the mutual adaptation model developed by the Rand Corporation (Berman and McLaughlin, 1974).

Industrial Marketing Model

The ideas for this section rely heavily on the work of Prince (1976) who has applied the industrial marketing model to the concept of outreach. According to Prince, marketing is defined as "the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives" (p. 3). As Prince points out, there are three basic concepts implied by this definition: a product, a market, and an exchange between the distributor and the user organizations.

Product. In its generic sense, a product may be tangible such as a book or a piece of equipment or intangible, such as a service that is performed for clients. In many instances, a product may represent some combination of tangible and intangible attributes. This is true of the FEED program.

---

*From 1977-1978 Outreach Proposal by Nicholas Anastasiow, Institute for Child Study, University of Indiana.

To be of maximum use during dissemination, a product should be replicable—that is, something which can be adopted or adapted for use at a location other than the one where it was originally developed. Karnes and Zehrbach (1975) mention several attributes of a replicable product including generality, the scope of the product's usefulness; relevance (to the goals of the program) and worthwhileness, the value of the product for a specific purpose. The replicability or exportability of a product may be enhanced through appropriate packaging and delivery procedures. The unique features of a product must be defined in such a way that its advantages become clear. The way in which a product is serviced is also of significance to its successful distribution. Careful analysis of a product's characteristics will enable the distributing group to promote, install, and service its product in the most effective manner.

Market Analysis. Again relying on Prince, "A market for a given product is made up of all persons (and organizations) who might have a conceivable interest in the product *and* the right resources to exchange for the product" (p. 13-14). Obviously, not all of the persons or agencies representing a given market are equally interested in a given product such as FEED. Market segmentation is the process of dividing the market into fairly homogeneous parts that presumably can be reached with a single strategy. Market segmentation may make use of demographic, geographic, and psychographic factors to arrive at a relatively homogeneous market. In addition to logic, market decision makes use of needs assessment devices to determine the match between the potential consumers and the product. It should be understood that marketing does not require an organization to "sell" its product through "*Hidden Persuader*" techniques. As Prince makes clear, "Effective marketing is *user*-oriented not *seller*-oriented" (p. 5).

Exchange of Values. Perhaps the clearest example of an exchange of values is in the purchase of a product. The consumer

pays a given amount of money to purchase a specific item. While a monetary exchange for the FEED product is not out of the question, it is not the primary value that is likely to be exchanged. The schools and other agencies have more significant values they can provide in the context of this discussion:

1. their willingness to cooperate in the installation of FEED including the implementation of field experience for students
2. the assignment of personnel to explain the program to visitors (for Demonstration Centers)
3. permission for FEED staff to collect evaluation data.

The point is that FEED needs to define its expectations with sufficient care so that persons entering into an agreement to install the program (or to serve as a Demonstration Center) will know what values they are expected to give in return.

Rogers' Model

Rogers (1962) identifies five stages in the adoption process: awareness, interest, evaluation, trial and adoption. He describes each of these stages in the following way:

Awareness. At this stage, the individual adopter is conscious of the innovation, but his information is incomplete, and he is not ready to seek additional information. Although an individual may become aware of information about the innovation quite by accident, a well developed program of information distribution is likely to insure that a given audience reaches the awareness stage.

Interest. The individual actively seeks additional information during the interest stage. The arousal of interest increases the likelihood that the individual will obtain additional information. He becomes more cognitively involved and more psychologically involved at this stage. His personality and belief system may influence where he seeks information and how he interprets the information.

Evaluation. During the evaluation stage, the individual applies the innovation to his own situation and makes a decision to try it or reject it without actual trial. In any event, he does try it out mentally during the evaluation stage. Information and advice from peers provide an important source of information for his decision.

Trial. During the trial stage the individual actually makes use of the innovation, usually on a small scale. Trial constitutes a "dry run" before a final adoption decision is made. According to Rogers, very few people will reach a permanent adoption decision without previous trial. Ryan and Gross (1943) found that no matter how clearly the advantages of hybrid corn had been demonstrated by experience, most farmers insisted on conducting their own trials.

Adoption. At the adoption stage, the individual decides to continue to use the innovation on a more or less permanent basis.

Mutual Adaptation Model

According to the Rand study (Berman and McLaughlin, 1974), the dominant approach to planned change emphasizes adoption. Havelock (n. d.) describes four models for dealing with adoption:

1. problem-solving, which assumes user needs as the most significant in selecting an innovative strategy
2. social interaction, which assumes information alone is a sufficient source of motivation in potential adopters
3. research and development, which emphasizes needs assessment and assumes the adopter is a more-or-less passive recipient and implementer of new ideas
4. the linkage model, which builds upon the preceding three by considering the incentives, behavior, and goals of individual actors in the adopting institution.

Berman and McLaughlin identify three problems with the adoption models. First, they tend to ignore the way in which an

innovation is modified during the process of implementation. Second, local educational agencies do not have the election mechanism assumed by adoption models. In other words, local schools have no incentive to innovate. Third, empirical and theoretical evidence suggests that adoption is only one hurdle—and may not even be the most important in bringing about change in educational practice. By linking the mutual adaptation model to the adoption model described earlier, the FEED staff has a better understanding of the total process of innovation from dissemination to institutionalization.

What Berman and McLaughlin call the implementation perspective adds a new dimension to an understanding of the innovation process. As a result of their review of analytical and case studies, they conclude that ". . . the problems of implementation dominated the outcome and success of the innovative projects" (p. 8). They also point out that resistance to change ". . . persists after a decision to adopt is made, continuing to exert influence throughout the process of adaptation and implementation" (p. 8).

Although the implementation perspective does not eliminate the role of information, other factors are considered of equal or greater importance:

1. the role of principal actors who are implementing the program
2. the institutional structure of incentives and constraints
3. institutional policy setting
4. characteristics of the innovation.

In sum, the process of implementation is basically a two-way process of adaptation: the diffusion strategy is modified to fit the needs and characteristics of the implementing institution and the institution adapts and accomodates to the innovation. This is where the notion of mutual adaptation comes from.

Fullan (1975) carries the idea of mutual adaptation a step further by contending that ". . . the *processes* of introducing and implementing innovations in education are far more critical than previously acknowledged in approaches to change" (p. 7). In another

reference reporting a study of 27 curriculum and organizational innovations in Canada, The United Kingdom, and the United States, Fullan identifies ten factors that are associated with a high degree of implementation:

1. explicitness of the innovation
2. inservice training
3. resource support for implementation
4. feedback mechanisms
5. participation
6. adoption process
7. organizational climate of receiving institutions
8. the incentive system of receiving institutions
9. evaluation
10. political complexity.

As he points out, each of these factors has considerable implication for the way in which an innovation is implemented. As one example, Fullan notes that "the majority of 'failures of implementation' reported in the literature concerned situations characterized by at least general agreement on the direction of change" (p. 19). Fullan believes that this means the implementation process is so complex that "conflict always exists in the implementation process," (p. 19) even when there is initial general agreement.

Thus, one should not attribute "bad motives" or "resistance to change" when conflicts arise. Rather one should examine the complexities of the implementation process.

Model Implication

Perhaps it would be well to summarize briefly the implication of all these models for the FEED dissemination program:

1. The characteristics of the FEED product—its complexity, its involvement of several agencies, its use of tangible materials,

and so on—must be considered in implementing a particular dissemination strategy.

2. Market analysis must be carried out to identify the parameters of a general market and the need to segment the general market into reasonably homogeneous groups.

3. The expectations and commitments of the distributing organization (FEED) and the user organizations must make explicit the kind of values to be exchanged in any agreement to implement the FEED program.

4. An understanding of Rogers' continuum is essential but not sufficient to the development of a sound dissemination strategy. Since this continuum covers only the period up to the initial adoption (or installation) of the FEED program, it does not offer suggestions for the implementation phase. It does suggest the need to distribute information and to establish Demonstration Centers where interested persons can see the program in operation.

5. An understanding of the implementation period suggests the importance of training procedures and consultation services to insure a sound implementation of the FEED product.

Procedures are described for dealing with these implications in the section which follows.

Dissemination/Adoption Process

According to Rosenau (n. d.), the dissemination process must be carried out through impersonal procedures (to create awareness), personal procedures (to stimulate interest and trial) and interpersonal procedures (to promote implementation and adoption). Each of the

three sets of procedures are necessary during the different stages of the dissemination-adoption process. Let's look at each of these with the goals of FEED in mind.

Awareness and Interest

To create awareness of the FEED program, FEED must reach its target audiences through the distribution of a broad array of information materials. One set of materials will be geared to a school audience. While it would be ideal to have a different set of materials for subgroups of the school audience (e. g., teachers and principals), manpower and other cost factors probably will preclude this. FEED's materials have been written for both of these audiences. For teachers, the information materials describe the curriculum, the field experience, and the reactions of students and teachers to the program. For administrators, the materials discuss the administration requirements, the costs of the program, and the ease with which it can be scheduled into the school's classes through home economics, health or social studies. Evaluation data is also provided.

All of these points and others are covered through a series of graduated materials that begin with a general level of appeal and conclude with detailed specifications for the implementation of the FEED program. The first levels of informational materials will be sent to large numbers of preselected individuals as determined by market segmentation. To obtain additional levels of materials, interested individuals will have to initiate a request.

The purpose of using a multi-based approach in the distribution of materials is to eliminate those who have only a passing interest and to identify those whose interest is likely to lead to adoption. Thus, the more highly motivated are likely to request succeeding levels of materials. Eventually, this screening procedure will lead to a personal visit on the part of the FEED staff.

Four levels of materials have been prepared for this purpose:

1. general information (letters and FEED brochure)
2. responses to requests (FEED fact sheet, newsletter, sample program description, curriculum bibliography)
3. potential interest in installation of FEED (slide/tape sets, evaluation data, staff visit)
4. commitment to installation (curriculum guide and slide/tape, implementation guide and slides/tapes, staff visit for training).

The dissemination/adoption process may move through the four steps in the general sequence shown or some steps may be omitted, depending upon such factors as the apparent interest and commitment of the potential users, the use of similar programs (ECD, for example) at other levels in the school system, the training and experience of the potential adopters, the amount of telephone contact, and so on.

The reader will also note that the use of personal contacts, which logically follow the distribution of informational materials, overlaps somewhat in actual practice.

Involvement

One assumption made by the FEED staff is that the use of print materials alone is insufficient to bring about adoption of a new program. This is particularly true of a relatively complex program such as FEED. Involvement activities, including staff visits, demonstrations, and workshops, are required to develop the personal contact that leads to commitment. Staff visits and demonstrations are most effective for the cost involved when they are used just prior to the decision to install a program on a trial basis. The staff visit provides an opportunity for further elaboration of ideas presented in the print materials. When the staff persons involved are effective it also lends additional credibility to the program. Specific questions can be answered and data provided on the effectiveness of the program. Finally, the visit can also serve as an opportunity to initiate team building at the local level, a process that is essential

to the success of the FEED program. Because of the nature of the program, the FEED staff has been involved in a consultant relationship with its pilot programs throughout the development and demonstration period. In the process, it has developed extensive skills in serving in this role.

Commitment

Commitment represents the decision on the part of the local agencies (schools, hospitals and preschools for handicapped) to install a FEED program. For the purpose of this paper, installation is synonymous with adoption. After the program has been in operation for a year or two, the local agencies may decide to make FEED a more permanent part of their program. This is the point of institutionalization. Two sets of activities which are essential to the decision to install a program such as FEED are orientation/training workshops and consultative services. The workshops enable the programs to get started with a good chance of success and the consultative services insure this possibility by providing trouble shooting consultation as the program is implemented.

It will be remembered that this paper identified two distinct types of local FEED programs. Both of these provide an instructional program for junior high students, and one of them serves as a demonstration site for interested persons in their area. The cycle of materials just described pertains to the operational program, not the demonstration center but similar materials and procedures will be used in establishing those as well.

FEED as a Product

As a product, FEED may be described at three levels: instruction, supporting aids for teachers and other professionals, and orientation implementation and training materials for the local agency persons. At the instructional level, FEED has relied upon materials already available through standard commercial sources. FEED's role has been to identify these materials, to evaluate

them for specific instructional purposes, and to organize them around given areas of content. The result is the FEED Curriculum. Most of these materials are used in the junior high or middle school classroom, but some are used in the "field" agencies as well.

The second level materials were prepared to assist the teacher (or other professionals) to understand and make full use of the instructional materials. They consist of such items as an objectives/media matrix (showing the materials available to achieve a given objective) an annotated bibliography of instructional materials, sample lesson plans, ideas for constructing inexpensive curriculum materials, and similar items. These materials are provided to sites that are implementing FEED and are found in the Curriculum Guide.

A third set of materials provides for the general orientation of the local personnel to the program and offers the training necessary to implement FEED. These materials consist of the Curriculum Guide, the Implementation Guide, and two slide/tape sets.

Despite appearances to the contrary, materials are not the sole vehicle, perhaps not even the major vehicle, for carrying out the FEED curriculum. A very significant part of FEED is found in the practicum experience that students receive in hospitals, preschools for the handicapped, and other agencies. It helps to provide organization for the curriculum and offers stimulus materials for classroom discussion. This field experience is less tangible in that it is not easily captured and transported in print.

While these characteristics do not necessarily make FEED less replicable than a standard academic course, they do require a more extensive personal and interpersonal effort (in Rosenau's terms) to get the job done. As a result, FEED must be understood as a relatively complex system to install in a new location. Its complexity is given further meaning as one becomes aware of the fact that three or more agencies which may have had little, if any, working relationship in the past (schools, hospitals, preschools for handicapped) must work closely and effectively together in order to succeed in implementing the FEED program.

What do these product characteristics mean for a dissemination program? Here is what they suggest to us:

1. emphasis on the personal and interpersonal phases of dissemination as outlined by Rosenau
2. careful segmentation of the several audiences FEED is trying to reach and the use of specific materials and methods for reaching each
3. precise description of the three levels of FEED instructional materials in any informational materials on the FEED program
4. attention to the development of a working team at each local site and the delineation of leader responsibilities within the team and each agency
5. flexibility in the tailoring of the FEED program to local settings and needs.

A Regional National Focus

In deciding whether to focus the FEED dissemination effort on the local, state, or national level, we have taken the following considerations into account:

1. A national dissemination network would require considerably more resources than the other two—resources which may be difficult to obtain in sufficient quantity.
2. A national dissemination network would require more time and effort (and perhaps more skills) to implement effectively.
3. A single state network appears to be too restrictive a frame. It precludes further development and use of contacts already established in other states.
4. A state network places undue emphasis on the readiness of personnel in a single state to adopt the program.
5. If a state network were selected as a focus, it would be difficult to choose from among several states in which FEED is currently operational.

6. The regional model seems the best choice for primary emphasis. It permits the continued development of FEED programs in several states where they have begun. It is not unduly restrictive, particularly when combined with a small number of sites outside the region. It is implementable at a reasonable level of resources. It can be expanded easily in other regions if the results warrant expansion.

For the reasons stated, our decision is to make use of a regional focus as the primary basis for the FEED dissemination effort and to establish two or three national sites as a basis for a more extensive national program if and when interest develops and financial resources become available.

A regional frame of reference offers the following advantages:

1. It requires less effort and resources to reach the market than a national focus would.
2. It permits a greater degree of market saturation.
3. It reduces staff travel time and expenditures.
4. It permits full use of regional resources.

The use of two or three sites throughout the country permits the continued use of sites already established (e. g., New York), opens up the potential spread of the program to large numbers of students in metropolitan areas, lays the groundwork for a national network at a low level of cost and low risk of failure, and obtains the additional visibility that sites spread across the country provide.

Market Analysis (target audience)

Because the market for FEED can be defined in a number of ways, the need to "segment" the market is critical. Segmentation is the process of identifying through some classification scheme, the target audience to be reached with the product. For FEED's purposes, the primary market has been defined as all the junior high

and middle schools (demographic classification) interested in initiating a child development program for its students (psychographic classification) and located in a five-state region contiguous to FEED's Bloomington office (geographic classification). These states include Indiana, Illinois, Kentucky, Ohio and Michigan. The exceptions to this regional focus include one or two major cities.

A secondary market has also been identified. It includes the major linking agencies in each of the states in the five-state region. By linking agencies we mean those that usually serve in the role of broker between schools and research and development agencies. Examples include state educational agencies and regional resource councils. The purpose of reaching this target audience differs considerably from that of reaching the school market. With the school market, the purpose is to encourage adoption of the FEED program. With the linking agencies, the purpose is the spread of information and awareness. Since the personnel from these agencies come into frequent contact with schools, their knowledge of the program will be useful in letting school personnel know it exists.

It is possible to visualize other markets in the five-state region. For example, all of the health care agencies in the region constitute a market. However, we have reached a tentative decision not to direct the considerable energy that would be needed to reach this market directly. The reasons for this decision are the low probability that health groups will have any interest in what is essentially an educational program unless they are assured of the local school's participation in advance, and the cost in relation to the likely payoff. Perhaps a better way to describe this market is to indicate that it will be reached *after* the schools in a given community have expressed an interest. The FEED staff will provide materials and consultative assistance to the local schools that are trying to elicit the cooperation of these agencies.

Demonstration Centers

Many observers believe that the use of informational materials alone will not lead to the decision to install a program such as FEED

The demonstration center provides an opportunity for teachers, principals, and other professional personnel to see the program firsthand in order to judge whether it would work effectively in their setting.

During its first year of dissemination, FEED intends to establish two demonstration centers. The number is small for the following reasons. First, FEED believes an effective demonstration center must be built upon experience with an actual FEED program. It is axiomatic that one cannot demonstrate a program effectively if one is not familiar with it. For this reason, a local site can only become a demonstration center after it has served as an operational program at least for a semester and more likely, for a full year. Only the existing five pilot programs would qualify for consideration using this criterion. Moreover, not all of the five would necessarily be interested in serving as demonstration centers, and not all would meet other criteria that have been established.

Another reason for the small number is the cost involved in establishing such centers. While the schools and other agencies are expected to bear the cost of the FEED instructional program, they cannot be expected to bear the outreach costs associated with demonstration centers.

A third and final reason is the need of the FEED staff to gain experience with a small number of demonstration sites during the early operation of such centers. FEED found this approach to be invaluable in its work with the pilot programs. Even the best laid plans have a way of raising unanticipated problems when they are put into operation. FEED wants to feel free to experiment cooperatively with the centers without having the consequences take on enormous proportions.

What is it that demonstration centers can be expected to do? The five functions below provide a reasonable set of expectations:

1. to demonstrate the FEED instructional program to visiting teachers, principals, and other professionals. Demonstration activities are designed for those who have already indicated an interest in the program. In order to be certain that this

group constitutes the audience, some initial screening of potential visitors must be made. This will be done through printed materials, telephone contacts, and by establishing criteria which will be likely to screen out those that are "merely curious." One such criterion would be to require the attendance of a *team* of interested professionals. Since most innovations require the participation of decision makers at several levels in an organization, and since FEED requires the cooperative efforts of several agencies, a team of persons is more likely to lead to installation. By the same token, demonstrations are more likely to achieve their purpose if they are aimed at a more homogenous audience (Rosenau, n. d.), preferably those who are already leaning toward change (Robertson, 1971).

2. to provide consultation and other forms of assistance to communities wishing to start FEED programs. It is particularly important to provide follow through advice during the first year of a new program. Demonstration center personnel offer several advantages in serving this function. First, because they are nearer to the new site than the core staff of FEED, they can provide such service with a minimum of wasted effort (e. g., less travel time) and at a considerable reduction in cost. The demonstration site can also send more credible representatives (teachers to talk with teachers, hospital personnel to talk with hospital personnel).

3. to offer workshops and demonstrations to linking agencies in their areas. By designing workshops which describe and demonstrate the program to linking agency personnel, the demonstration centers can help to create a general climate of awareness and interest in their areas. Because these linking agencies are in regular contact with schools and other agencies, such workshops can have a considerable ripple effect in generating interest about FEED.

4. to give presentations to professional association meetings, school faculties, preservice teachers, and other interested groups. This activity serves the same general purpose as item 3.

5. to provide direct experience with FEED to student teachers, interns, and "exchange" teachers from local areas and other parts of the country. This activity can enlarge the pool of individuals who have had direct experience with the FEED program.

Some studies (SWRL, 1972) have reported demonstration activities to be high on a per visitor cost basis, but FEED knows of no generally effective alternative for allowing hands-on contact with an operational program, and such contact is generally judged to be of significant value in moving a person or agency from an awareness stage toward a decision for installation. These findings do underscore the need for criteria which will differentiate between those who are simply curious about the program and those who have a genuine interest in considering its installation. This will be one of the tasks of the demonstration staff with consultative assistance from FEED. A tentative list of these criteria follows:

1. Applicant must have been in service as a FEED instructional program for at least one school semester.
2. Applicant must have maintained the core attributes that characterize FEED. These include junior high or middle school, field experience through hospital and preschool for handicapped, enrollment of both sexes, cooperative decision making on the part of the agencies involved.
3. Applicant must be willing to bear the costs (or obtain outside funds through its own resources) of maintaining the FEED instructional program at the same level of enrollment as in the previous year.
4. Applicant must be willing to assign existing personnel (or employ new personnel) to carry out the demonstration functions of the center. These functions will be paid for out of the FEED budget.

5. Applicant must be willing to cooperate with the FEED staff in the collection of data to evaluate the effectiveness of the instructional program and the effectiveness of its dissemination/demonstration program.
6. Applicant must be willing to cooperate with the FEED staff in the maintenance of reasonable records for proposal preparation, report writing, and other administrative purposes.

The demonstration center represents a significant arm of the dissemination/installation effort. The same careful process which was established in the implementation of the pilot programs will be carried out with these centers. This includes the development and application of a set of specific screening procedures, the careful orientation and training of center personnel from several levels in the agencies involved, and the provision of consultation assistance during the operation of the demonstration program. These procedures are all the more critical because they parallel those to be used by the centers in working with their client groups. Thus, modeling of excellent behavior becomes an important instructional device.

Role of FEED Staff

The role of the FEED staff is a critical one in the development and execution of a strong dissemination/adoption/implementation program. The elements of this role are identified and discussed below. Since many of these points have been discussed elsewhere, this discussion constitutes more of a review than a fresh exposition.

Product Analysis

The staff has already begun the task of product analysis. This requires a careful description of FEED program characteristics—both tangible and intangible—and the consideration of these characteristics in the development of a dissemination/adoption/implementation

strategy. It must continue to be carried out as new factors are understood and taken into account.

Materials Development

Virtually all of the materials necessary to carry out the dissemination program have been prepared.

Dissemination

The goal of dissemination is to reach the market already identified in an earlier section of this paper. Well established mail techniques and personal visits will be used to achieve this goal. The materials to be used will be designed to screen out those who are "merely curious" and screen in those who have an interest in becoming more involved. Personal visits will be made only to the latter group.

Establishing New Program Sites

The steps leading up to the initial personal contact with potential program sites have already been developed. From that point on, however, the process needs to be modified somewhat to permit the establishment of larger numbers of sites during the dissemination program.

During the initial personal visit any school that wishes to proceed will be asked to assign an administrator to act as coordinator for the development of the local program. Then, the FEED staff will conduct an orientation and training workshop for a number of such coordinators from different sites. While this workshop will make use of the materials and procedures already developed from our work with the pilot programs, it will also include some functions now carried out by or at the direction of the FEED staff. These include:

1. assessment of needs at the local level

2. the identification of representatives from other local agencies to form a site team
3. the conduct of a training program for local personnel (from schools and other agencies) who will implement the FEED program
4. the use of specific follow-up procedures to offer assistance to the local agencies once the program is underway.

Once these coordinators have been trained, they will return to their local communities and begin the process of implementing the FEED program. The FEED staff will remain in contact with them through:

1. regular telephone calls
2. personal visits in critical situations
3. two trouble-shooting conferences each year with the coordinators.

Consultation

FEED's consultative role will be limited to telephone calls, personal visits in critical situations, and the trouble shooting conference just mentioned. This role wll be exercised with program sites and with demonstration centers as well.

Contacts with Other Agencies

The FEED staff will distribute information and make personal visits to personnel in key linking agencies in the midwest region. It will also make presentations at regional and national meetings. The purpose of these activities is to develop a broad base of awareness of and interest in the FEED program.

Evaluation

The FEED staff will carry on an evaluation of the dissemination/adoption/implementation program. This will involve the

development of a plan, the preparation of instruments, the collection of data and reporting of results. Our format for evaluation is process oriented and seeks to identify program weaknesses to be strengthened.

References

Berman, Paul & McLaughlin, Milbrey Wallin. *Federal Programs Supporting Education Change, Vol. 1: A Model of Educational Change, 1974.* Santa Monica, California: Rand Corporation, 1974.

Berman, Paul & McLaughlin, Milbrey Wallin. *Federal Programs Supporting Educational Change, Vol. IV: The Findings in Review.* Santa Monica, California: Rand Corporation, 1975.

Berman, Paul; Greenwood, Peter W.; McLaughlin, Milbrey W. & Pincus, John. *Federal Programs Supporting Educational Change, Vol. V: Executive Summary.* Santa Monica, California: Rand Corporation, 1975.

Fullan, Michael. *Implementation: Its Nature and Determinants.* A paper prepared for the English-Speaking Seminar. Oslo, Norway, 1975.

Fullan, M. & Pornfret, A. *Review of Research on Curriculum Implementation.* Report for U. S. Institute for Education, Career Education Program, 1975.

Havelock, Ronald D. *The Process and Strategy of Beneficial Changes: An Analysis and Critique of Four Perspectives.* Ann Arbor, Michigan: Institute for Social Research, Center for Research on the Utilization of Scientific Knowledge, University of Michigan, no date.

Karnes, Merle B. & Zehrbach, R. Reid. "Identifying Replicable Products," in Lynn Gunn (Ed.) *Outreach Replicating Services for Young Handicapped Children.* Chapel Hill, North Carolina: Technical Assistance Development System, 1975.

Prince, Daniel. *A Model of Outreach Employing a Market Orientation,* an unpublished paper, February, 1976.

Robertson, Thomas S. *Innovative Behavior and Communication.* New York: Holt, Rinehart and Winston, 1971.

Rogers, Everett M. *Diffusion of Innovations.* New York: The Free Press of Glencoe, 1962.

Rosenau, Fred. *Tactics for the Educational Change Agent: A Preliminary Analysis.* San Francisco: Far West Laboratory, no date.

Ryan, Bruce & Gross, Neal C. "The Diffusion of Hybrid Seed Corn in two Iowa Communities," *Rural Sociology,* 8:15-24, 1943.

chapter 2

an outreach process model*

INTRODUCTION

Two types of projects are funded by the U. S. Office of Education, Bureau of Education for the Handicapped (BEH), as integral parts of the Handicapped Children's Early Education Program (HCEEP): demonstration projects and outreach projects. A demonstration project is funded to develop, implement, and demonstrate a program model, composed of both administrative and curriculum-treatment components, as a means of providing high quality services to selected groups of handicapped preschool children, their parents, and teachers. Based on the successful demonstration of a program model in one location, a demonstration project has the opportunity to apply to BEH for outreach project consideration. An outreach project is funded to stimulate increased specialized services for preschool handicapped children, their parents, and teachers, and to develop an effective outreach service model (Ackerman, 1974). This paper focuses on the development of an effective outreach service model.

BEH provides some guidelines for developing effective outreach models. Dr. Ackerman writes: "There is a need to specify objectives, select a viable target[1] with compatible qualities, and allocate sufficient resources so that outreach efforts will succeed. There is a need to focus energy, time, and attention on a specific work scope so that measurable results can be seen from distinct procedures" (Ackerman, 1974, page 2). Considering these guidelines, the

---

*Reprinted from TADSCRIPT Number 8, by William W. Swan, Technical Assistance & Development System, University of North Carolina, Chapel Hill, 1975.

[1] A target is a person, agency, or audience potentially interested in providing specialized services to preschool handicapped children, their parents and teachers.

experiences of the Rutland Center Outreach Project,[2] and Havelock's (1975) *concepts concerning change agents and innovation in* education, the outreach process model has been developed based on the following premises:

1. The demonstration project has specified and demonstrated an effective program model with components for handicapped preschool children, their parents, and teachers; both written and audio-visual products describing the particular program model components chosen as a basis for outreach assistance efforts have been developed. (See Karnes and Zehrbach, 1975, for one means of identifying such products.)

2. The demonstration project has specified the minimal obligations of professional and paraprofessional staff, physical facilities, support services, and other areas as may be necessary for utilizing selected program model components.

3. The demonstration project has specified the training sessions or modules, for training others in the utilization of the program model components, that have been selected as a basis for outreach assistance efforts.

4. The demonstration project has received "continuation funding" from its sponsoring agency and is to continue as the demonstration site for the outreach assistance effort; the outreach project has received funding.

5. The outreach project has selected personnel having particular skills and knowledge about the program model and the appropriate interpersonal skills necessary to conduct the

---

[2]The Rutland National Outreach Project is located in Athens, Georgia. It is supported in part by a grant from the U. S. Office of Education, Bureau of Education for the Handicapped, under the Handicapped Children's Early Education Assistance Act, P. L. 91-230, Part C (formerly P. L. 90-538).

outreach effort (see Gunn, 1975).

6. The primary outreach assistance effort is to be training others to utilize minimal program model components.

7. Effective outreach models are both sufficiently specific to determine a framework for planning, providing, and evaluating outreach assistance services, and also sufficiently flexible to allow for adjusting to the appropriate motivations and needs of each target for such services.

8. Program evaluation is an integral part of the model, and each part of the model has specific outputs for evaluating the effectiveness of each effort both formatively and summatively.

9. Effective outreach services are independent of the specific program model chosen.

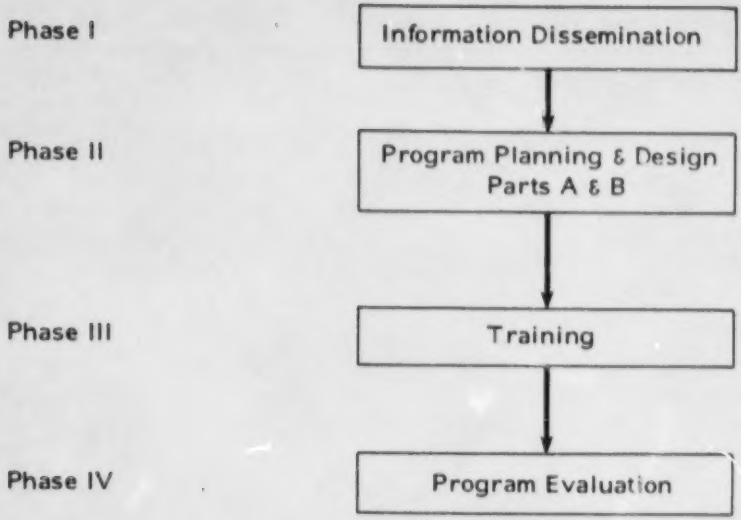
The outreach process model is composed of four major phases: information dissemination, program planning and design (Parts A and B), training, and program evaluation. Figure 1 provides an overview of these phases.

REVIEW OF THE OUTREACH PROCESS MODEL

Phase I: Information Dissemination

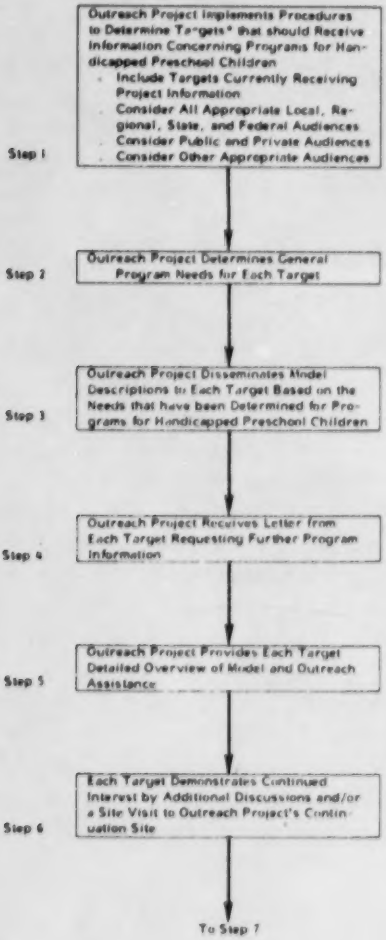
This phase is composed of Steps 1 through 6 (see Figure 2) and is designed to identify targets showing evidence of continued interest in the selected program model. The first step is the outreach project's implementation of procedures to determine which targets might be interested in and should receive information about the program model for handicapped preschool children. One approach to consider in making this selection is the specification of target audiences currently receiving some information about the program model;

Figure 1
OUTREACH PROCESS MODEL OVERVIEW



another is the application of selected market analysis procedures to identify other audiences which might be appropriate along particular dimensions, i. e., audience's location (local, regional, state, and/or national), audience's funding source (public and/or private, local, state, and/or federal), and the audience's advocacy role (mandated

Figure 2
THE OUTREACH PROCESS MODEL
PHASE I: INFORMATION DISSEMINATION


Step 1
Outreach Project Implements Procedures to Determine Targets* that should Receive Information Concerning Programs for Handicapped Preschool Children
Include Targets Currently Receiving Project Information
Consider All Appropriate Local, Regional, State, and Federal Audiences
Consider Public and Private Audiences
Consider Other Appropriate Audiences
Step 2
Outreach Project Determines General Program Needs for Each Target
Step 3
Outreach Project Disseminates Model Descriptions to Each Target Based on the Needs that have been Determined for Programs for Handicapped Preschool Children
Step 4
Outreach Project Receives Letter from Each Target Requesting Further Program Information
Step 5
Outreach Project Provides Each Target Detailed Overview of Model and Outreach Assistance
Step 6
Each Target Demonstrates Continued Interest by Additional Discussions and/or a Site Visit to Outreach Project's Continuation Site
To Step 7

*Targets – Target Audiences and Target Agencies

52

school services or a special interest group).[3] While it is very important to consider all potential target audiences at this initial step, it might be helpful to indicate some priority among these targets as to which one(s) the outreach project will concentrate upon at which time(s). For example, it might be unwise to select national audiences until all local, regional, and state audiences have been exhausted.

After the targets which might be interested in the program model have been identified, it is necessary to determine which targets need (or want) which sets of information. Step 2 is critical to the success of the outreach venture because specific targets need specific information presented in specific modes to facilitate decision-making. For instance, a local director of special education may want curriculum information, while a school board member or superintendent may need cost-benefit data. It is the responsibility of the outreach project to communicate accurately and effectively the information to each target; should a misunderstanding occur, the outreach project should initiate efforts to clarify such information appropriately. Also, the order of presentation of information to each target must be determined to obtain the maximum results from that target.[4] A variety of general and specific sets of information, including general program descriptions, theoretical bases for the model, administrative delivery systems, cost benefit data, and specific treatment data are all part of the general store of information which should be available about a program.

The outreach project disseminates the appropriate information to the appropriate target (Step 3). Various means of delivering such information include personal communications (letters and phone calls), mass mailings, personal appearances, audio-visual materials, and selected combinations of these means. Such information dissemination efforts might be completed by the outreach project, its advisory board members, or other selected advocates.

---

[3] Stedman (1975) provides information on the selection of targets based on the type of target audience: user, conveyor, supporter, or competing targets.

[4] Karnes and Zehrbach (1975) provide additional information on products and target audiences.

Subsequent to receiving this information, each target must decide either to continue or discontinue its investigation of the particular model the outreach project has to market. This is a critical decision point, for if the target is important to the successful stimulation of additional services in a variety of locations, it may be worthwhile to obtain a second opportunity to provide additional information. However, such additional effort can often be either greatly reduced or avoided by careful planning in Steps 1-3.

If successful with the target, the outreach project will receive either a phone call or a letter from the target requesting further information (Step 4). It is always advisable to obtain a written request for information so that written documentation on the outreach project's efforts will exist.

The outreach project then sends the interested target a detailed overview of the program model (all components) and the information that outreach assistance might be available to assist those implementing selected components of the program model (Step 5). Providing the option for outreach assistance often stimulates targets who are only slightly interested into being very interested in utilizing selected components of the program model. By utilizing outreach assistance, a target can commit resources for providing services to preschool handicapped children, their parents, and teachers, rather than committing such resources to consultative assistance.

The target will indicate interest, if it is maintained, by phone, letter, site visit, or some combination thereof (Step 6). It is almost mandatory for an interested target to visit the demonstration site as this provides the target with two sets of information. First, the target can see that the program model is successful with handicapped preschool children, their parents, and teachers. Second, the target can determine whether it would like to work with the outreach project.

This continued interest is the last step in the information dissemination phase and provides the springboard for initiating program planning and design activities. While additional information will probably continue to be provided, it is important to note that the emphasis on such activities has been transferred to planning

efforts involving the implementation of a program model for providing services to handicapped preschool children, their parents, and teachers.

Phase II: Program Planning and Design

This phase is composed of two parts: Program Planning and Design for the Target (Steps 7 through 7g, Figure 3) and Program Planning and Design for the Outreach Project (Steps 8 through 12, Figure 4). The outreach project now needs to document each target's interest, explore the feasibility of each target's utilization of the program model, and document the target's interest in receiving outreach assistance services for such efforts (Step 7). This very detailed program planning phase provides input not only from those targets interested in utilizing the program model, but also from the outreach project in terms that will help in defining the parameters of its outreach assistance for a given period.

Phase IIA: Program Planning and Design for the Target

This phase is initiated with each interested target (Figure 3). At this time in the process, the target selects a key person to continue exploring the feasibility of utilizing the program model with outreach assistance (Step 7a).[5] The key person may be formally or informally designated. However, a letter from the target to the outreach project indicating the key target person is one of the best ways to document this decision. This key target person should be the advocate for the stimulation of services to handicapped preschool children, their parents, and teachers.

After that key target person has been selected, the outreach project must first assess the flexibility of the target and second, determine the existence of other programs which might be serving preschool children with the selected handicapping conditions for which the program model was developed (Step 7b). First, program

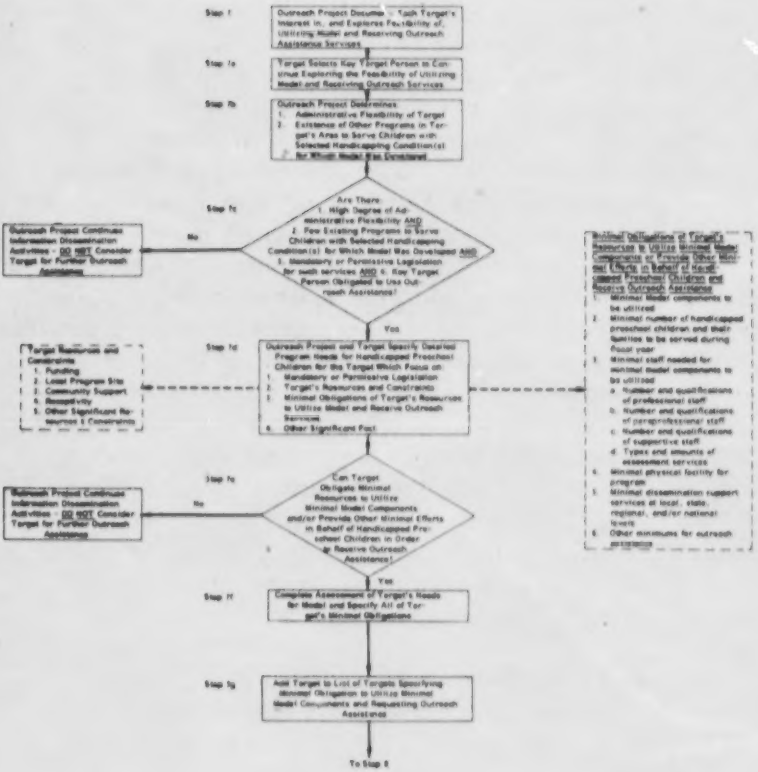
---

[5]Havelock (1975) suggests a means of determining which key person's influence might be considered in such a selection.

Figure 3

OUTREACH PROCESS MODEL

PHASE IIA: PROGRAM PLANNING & DESIGN FOR TARGETS


Step 1
Outreach Project Documents Task Target's Interest in, and Explores Feasibility of, Utilizing Model and Receiving Outreach Assistance Services
Step 1a
Target Selects Key Target Person to Continue Exploring the Feasibility of Utilizing Model and Receiving Outreach Services
Step 1b
Outreach Project Determines
1. Administrative Flexibility of Target
2. Existence of Other Programs in Target's Area to Serve Children with Selected Handicapping Condition(s) for Which Model Was Developed
Step 1c
Are There
1. High Degree of Administrative Flexibility AND
2. Few Existing Programs to Serve Children with Selected Handicapping Condition(s) for Which Model Was Developed AND
3. Mandatory or Permissive Legislation for such services AND 4. Key Target Person Obligated to Use Outreach Assistance?
No
Outreach Project Continues Information Dissemination Activities - DO NOT Consider Target for Further Outreach Assistance
Yes
Step 1d
Outreach Project and Target Specify Desired Program Needs for Handicapped Preschool Children for the Target Which Focus on
1. Mandatory or Permissive Legislation
2. Target's Resources and Constraints
3. Minimal Obligations of Target's Resources to Utilize Model and Receive Outreach Services
4. Other Significant Fact
Target Resources and Constraints
1. Funding
2. Local Program Site
3. Community Support
4. Receptivity
5. Other Significant Resources / Constraints
Minimal Obligations of Target's Resources to Utilize Minimal Model Components or Provide Other Minimal Efforts on Behalf of Handicapped Preschool Children and Receive Outreach Assistance
1. Minimal Model components to be utilized
2. Minimal number of handicapped preschool children and their families to be served during fiscal year
3. Minimal staff needed for minimal model components to be utilized
a. Number and qualifications of professional staff
b. Number and qualifications of paraprofessional staff
c. Number and qualifications of supportive staff
d. Types and amounts of assessment services
4. Minimal physical facility for program
5. Minimal dissemination support services at local, state, regional, and/or national levels
6. Other minimums for outreach assistance
Step 1e
Can Target Obligate Minimal Resources to Utilize Minimal Model Components and/or Provide Other Minimal Efforts on Behalf of Handicapped Preschool Children in Order to Receive Outreach Assistance?
No
Outreach Project Continues Information Dissemination Activities - DO NOT Consider Target for Further Outreach Assistance
Yes
Step 1f
Complete Assessment of Target's Needs for Model and Specify All of Target's Minimal Obligations
Step 1g
Add Target to List of Targets Specifying Minimal Obligation to Utilize Minimal Model Components and Requesting Outreach Assistance
To Step 2

development requires support from the administrative unit. During initial implementation efforts, for instance, services are not always provided in maximal quantities, and administrative support in modifying the agency's expectation can be invaluable to the target. Flexibility in scheduling training sessions and providing site visits as necessary are also important. Administrative flexibility also includes the budget; regardless of the planning utilized in the budget procedure, program development and implementation often provide situations in which budgets need to be amended in such areas as personnel and transportation. Second, the existence of other programs with which a target might be in competition must be determined. (Also see Havelock, 1975, and Steuman, 1975.) While competition and comparative research between programs is certainly laudable, it is necessary to realize that most funding agents have limited resources to support any types of services for handicapped preschool children. If other programs are in existence, their functions should be identified in detail to determine any competition which might result. These determinations will also sensitize the key target person to the detailed information needed when assessing the possibilities of implementing the program model.

Step 7c is another critical decision point for the outreach project. While interested targets might have dropped out of this process at some previous time because of their decision to discontinue, the outreach project must decide at this point whether an interested target has the potential to provide a reasonable payoff,[6] in services for preschool handicapped children, to warrant outreach assistance efforts. In Step 7c, four questions are asked:

1. Is there a high degree of administrative flexibility?
2. Are there few existing programs to serve preschool children with the selected handicapping condition(s) for which the program model was developed?

---

[6]Payoff is the amount of services stimulated for preschool handicapped children, their parents, and teachers relative to the amount of outreach assistance necessary to effect such stimulation of services.

3. Is there mandatory or permissive legislation for such services?
4. Is the key target person obligated to use the program model and outreach assistance?

If the answer is "Yes" to all of these questions, the outreach project should proceed with the target to Step 7d. Unless the answer to each of these questions is "Yes" for each target, the outreach project might continue to provide the target additional information as requested but should not consider the target for further outreach assistance.

There is always a situation in which the outreach project must re-evaluate its position in reference to the possible payoff for a particular target. For instance, it might be necessary to provide outreach assistance in helping others initiate efforts for mandatory legislation in the target's state. Certainly, this is a reasonable outreach pursuit and might have a high payoff in the long run. However, the outreach project must consider the possibilities for success in such an endeavor in terms of stimulating increased specialized *services* to handicapped preschool children.

The answers to the four questions in Step 7c being "Yes," the outreach project and the target specify the target group's needs for handicapped preschool children, focusing on the following considerations (Step 7d):

1. Mandatory or Permissive Legislation
2. Target's Resources and Constraints
3. Minimal Obligations of Target's Resources to Utilize Model and Receive Outreach Services
4. Other Significant Foci

Concerning the first consideration, the parameters of the mandatory or permissive legislation must be specified. For either type of legislation, one should be aware of age limits (youngest age to be served) and any priorities contained in the legislation. Second, the target's resources and constraints must be considered, including funding alternatives, the location of a local program site, the

community support at the local program site (demonstrated by the interest and support of private and public education and social service agencies, organizations advocating services for its handicapped preschoolers, and other similar groups), receptivity on the part of the local teachers, other staff and parents, and other significant resources and constraints which might be specified. Third, the minimal obligations of the target's resources to utilize a model and receive outreach services for doing so must be specified. The minimal obligations include:

1. Minimal model components to be utilized
2. Minimal number of handicapped preschool children and their families to be served during a fiscal year
3. Minimal staff needed for minimal components to be utilized
   a. Number and qualifications of professional staff
   b. Number and qualifications of paraprofessional staff
   c. Number and qualifications of supportive staff
   d. Types and amounts of assessment services
4. Minimal physical facility for program
5. Minimal dissemination support services at local, state, regional and/or national levels
6. Other minimums for outreach assistance.

The target may have other needs which should be specified in order to effect the utilization of a particular program model.

Step 7e provides another decision point for the outreach project. The outreach project must once again ask a critical question: can the target obligate minimal resources to utilize minimal model components and/or provide the minimum amount of services for handicapped preschool children, necessary to receive outreach assistance? If the answer to this question is "No," then the outreach project should continue information dissemination activities but should not consider the target for further outreach assistance services.

If the answer to the question in Step 7e is "Yes," the outreach project and the target should complete the detailed assessment of the target's needs for utilizing the program model and specify all of

the target's minimal efforts and resources (Step 7f). The target should then be added to the list of targets committing minimal resources to utilize the minimal program model component(s) and requesting outreach assistance (Step 7g).

Steps 7a through 7g are program planning and design steps primarily for the targets. Steps 8 through 12 are program planning and design efforts for the outreach project which are based on the results of program planning with the potential targets.

Phase IIB: Program Planning and Design for the Outreach Project

Step 8 gives the outreach project an opportunity to complete its list of targets that will provide a minimal commitment to utilizing the minimal model components and requesting outreach assistance (Figure 4).

An outreach project may in fact have identified so many targets in Step 1 (Information Dissemination) and assisted so many targets in the target program planning and design phase, that it may be in a position to choose targets that have the highest payoff for the assistance which can be provided. Ideally, the outreach project is in a position to document this situation when writing its outreach proposal; but as is often the case, projects may not be completely accurate, and therefore a selection process should be planned. The targets should be aware of this selection process during the program planning and design phase. This awareness often encourages the target to put forward its best possible commitment in order to receive outreach assistance for implementing the program model. A particular deadline for consideration of new target programs is very effective when used essentially as a cutoff date for outreach project planning.

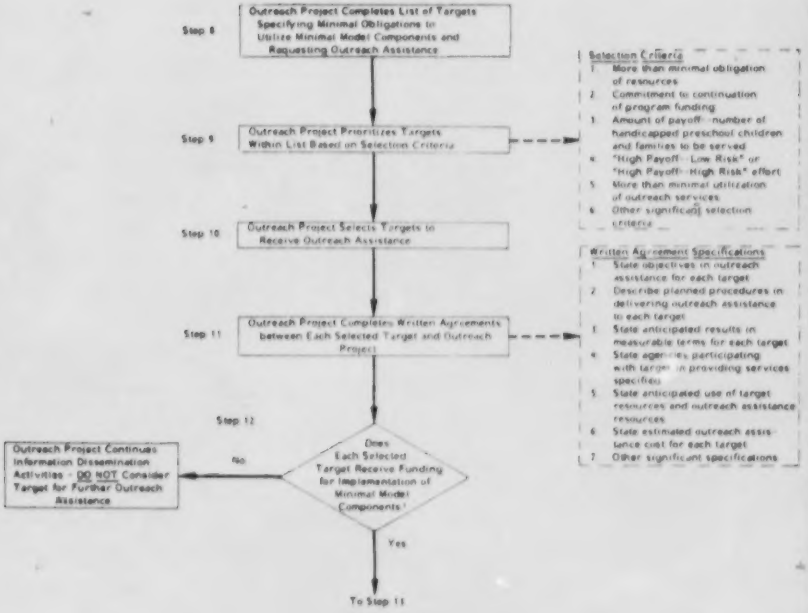
Step 9 provides the outreach project with the opportunity to prioritize the targets within the target list based upon specified selection criteria which should include:

1. More than minimal obligation of resources
2. Commitment to continuation of program funding for more

Figure 4

OUTREACH PROCESS MODEL

PHASE IIB: PROGRAM PLANNING & DESIGN FOR OUTREACH PROJECT


Step 8
Outreach Project Completes List of Targets Specifying Minimal Obligations to Utilize Minimal Model Components and Requesting Outreach Assistance
Step 9
Outreach Project Prioritizes Targets Within List Based on Selection Criteria
Selection Criteria
1. More than minimal obligation of resources
2. Commitment to continuation of program funding
3. Amount of payoff - number of handicapped preschool children and families to be served
4. "High Payoff - Low Risk" or "High Payoff - High Risk" effort
5. More than minimal utilization of outreach services
6. Other significant selection criteria
Step 10
Outreach Project Selects Targets to Receive Outreach Assistance
Step 11
Outreach Project Completes Written Agreements between Each Selected Target and Outreach Project
Written Agreement Specifications
1. State objectives in outreach assistance for each target
2. Describe planned procedures in delivering outreach assistance to each target
3. State anticipated results in measurable terms for each target
4. State agencies participating with target in providing services specified
5. State anticipated use of target resources and outreach assistance resources
6. State estimated outreach assistance cost for each target
7. Other significant specifications
Step 12
Does Each Selected Target Receive Funding for Implementation of Minimal Model Components?
No
Outreach Project Continues Information Dissemination Activities - DO NOT Consider Target for Further Outreach Assistance
Yes
To Step 13

than a one-year period.

3. Amount of payoff—number of handicapped preschool children and their families to be served
4. "High-payoff, Low-risk" or "High-payoff, High-risk" effort
5. More than minimal utilization of outreach services
6. Other significant criteria

While selection criteria 1, 2, 3, 5, and 6 are self explanatory, criterion 4 deserves explanation. A high-payoff, low-risk effort is one in which the outreach project can achieve a delivery of quality services to a high number of preschool children, their families, and teachers with some confidence in such results prior to the initiation of services; a high-payoff, high risk effort is a situation in which the outreach project anticipates such results but in which there are many risks which must be taken. Providing outreach assistance to a school system known for selecting successful programs and program models and known to maintain and continue such programs and models is an example of a high-payoff, low-risk effort. Providing outreach assistance to a private agency which will utilize a program model, which is the only program in a state for preschool handicapped children, but which has a strong group of advocates for stimulating services to preschool handicapped children as an advisory board is an example of a high-payoff, high-risk effort.

In Step 10, the outreach project selects the targets to receive outreach assistance and notifies them of their selection.

In Step 11 written agreements are completed between each selected target and the outreach project. This written agreement includes:

1. Statement of objectives in outreach assistance
2. Descriptions of planned procedures for delivering outreach assistance
3. Statement of anticipated results in measurable terms
4. Statement of agencies participating with the target in providing specified services
5. Statement of anticipated use of target resources and outreach

assistance resources.

6. Statement of estimated outreach cost for each target
7. Other significant specifications

Such an agreement can be a statement of intent in written form which encourages the completion of certain terms. Should either party abrogate the written agreement, the assistance relationship between the outreach project and the target can be terminated.

While the written agreement is signed by both parties, one significant event must occur prior to the initiation of any further outreach assistance: the target must receive funding for its program (Step 12). Should the target not receive funding for such implementation, the outreach project might continue information dissemination activities but should not consider the target for further outreach assistance. This may be a situation in which an outreach project wishes to consider the possibility of assisting the target in attempting to obtain funding from an alternative source (see Moss, 1975), or the outreach project may simply move the target to the lowest priority space available for outreach services and initiate outreach services when such funding is obtained. Again, the outreach project is obligated to be aware of its commitments to its BEH-HCEEP outreach project grant and to the possibility of additional interested targets.

The written agreement should be completed in time to allow the outreach project to plan its efforts but not so late that a target cannot consider alternative funding sources and initiate efforts in the direction(s) of such a funding source(s).

Step 12 completes the program planning and design phase for both the targets and the outreach project. The outreach process model emphasizes the amount of time and effort required in information dissemination and program planning and design in order (1) to help the outreach project develop specific outreach objectives which will aid in selecting viable targets with compatible qualities, and (2) to allow the outreach project to allocate sufficient resources to each target to assure successful stimulation of specialized services to preschool handicapped children. Thus, when the outreach

project completes the agreements and the target receives funding, both are well aware of their intentions and objectives; and the training and program evaluation phases of outreach assistance may be smoothly implemented by the outreach project with each target according to the remaining phases of the outreach process model.

Phase III: Training

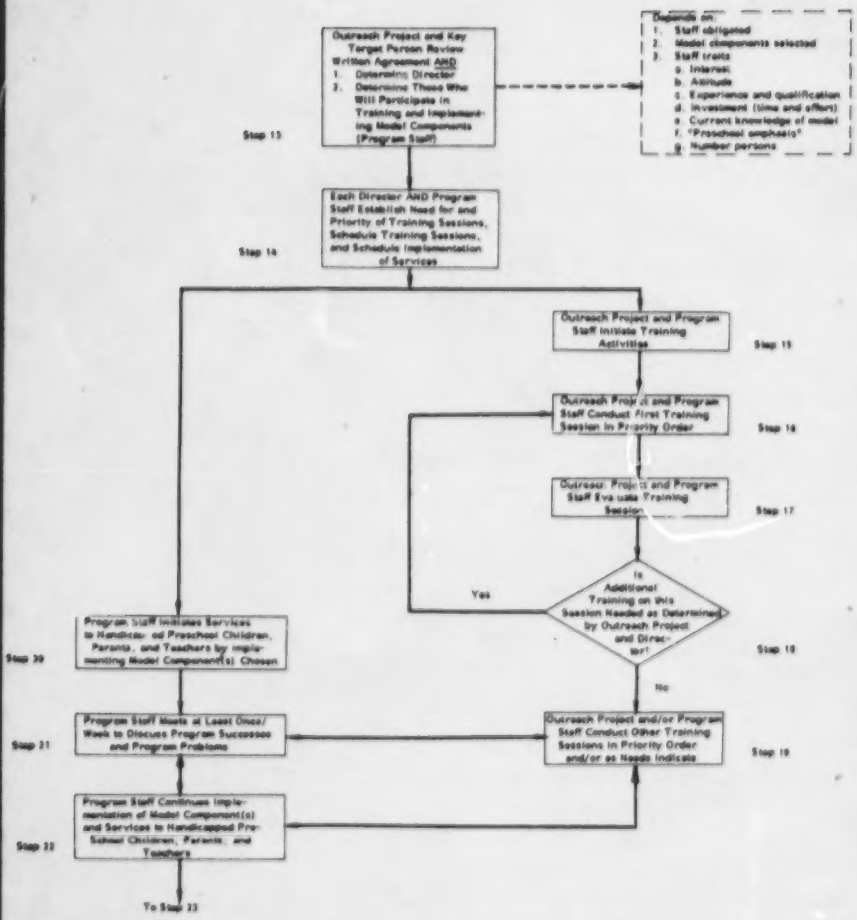
Steps 13 through 22 comprise the training phase of the outreach process model (Figure 5). While a great deal of outreach project effort is expended in information dissemination and program planning and design, the effort in the training phase is probably the most involved of the entire outreach process. By this time, the target has received funding to initiate services to handicapped preschool children, their parents, and teachers.

In Step 13, the outreach project and the key target person review the written agreement and determine both who is to be director of the program and who is to participate in training and in the implementation of activities for the program model components (the program staff). This procedure should result in specification for each of the following variables:

1. Staff obligated
2. Program model components selected
3. Staff traits
   a. Interest
   b. Attitude
   c. Experience and qualification
   d. Investment (time and effort)
   e. Current knowledge of the model
   f. "Preschool emphasis"
   g. Number of persons

While it is often difficult to measure these variables objectively, it is important for the outreach project to consider them and assist the program staff in determining any items to be added to those variables

Figure 5
OUTREACH PROCESS MODEL
PHASE III: TRAINING


Outreach Project and Key Target Person Review Written Agreement AND
1. Determine Director
2. Determine Those Who Will Participate in Training and Implementing Model Components (Program Staff)
Depends on:
1. Staff obligated
2. Model components selected
3. Staff traits
a. Interest
b. Attitude
c. Experience and qualification
d. Investment (time and effort)
e. Current knowledge of model
f. "Preschool emphasis"
g. Number persons
Step 13
Each Director AND Program Staff Establish Need for and Priority of Training Sessions, Schedule Training Sessions, and Schedule Implementation of Services
Step 14
Outreach Project and Program Staff Initiate Training Activities
Step 15
Outreach Project and Program Staff Conduct First Training Session in Priority Order
Step 16
Outreach Project and Program Staff Evaluate Training Session
Step 17
Is Additional Training on this Session Needed as Determined by Outreach Project and Director?
Step 18
Yes
No
Program Staff Initiates Services to Handicapped Preschool Children, Parents, and Teachers by implementing Model Component(s) Chosen
Step 20
Outreach Project and/or Program Staff Conduct Other Training Sessions in Priority Order and/or as Needs Indicate
Step 19
Program Staff Meets at Least Once/Week to Discuss Program Successes and Program Problems
Step 21
Program Staff Continues Implementation of Model Component(s) and Services to Handicapped Preschool Children, Parents, and Teachers
Step 22
To Step 23

specified in the written agreement. This step might be termed a "checkpoint" in the training phase, the last step before implementation.

At Step 14, the director and the program staff establish the need and priority for particular training sessions; schedule such training sessions with the outreach project; and schedule implementation of the services to handicapped preschool children, their parents, and teachers. Flexibility is critical in meeting the needs of program developers as well as in serving handicapped preschool children and their parents and teachers. The scheduling should be arranged with some consideration of the target staff's need for a minimal amount of training before implementing services for preschool handicapped children. The amount and type of training may vary significantly with different programs as well as with different staff qualifications and experiences.

Steps 16, 17 and 18 form a "loop" of training activities. Depending upon the amount of training needed for a specified target, this loop may be extremely detailed and composed of many training sessions or modules. In Steps 15 and 16 the outreach project and the director and program staff initiate training activities and conduct the first training session in the order of priority established in Step14. It is very helpful to have an array of modules, materials, or training sequences to implement during this loop. Step 17 provides the outreach project and the director and the program staff an opportunity to evaluate the first training session; Step 18 provides the opportunity to ask the question, "Is additional training on the session or module needed as determined by the outreach project and the director based on the results of Step 17?" It should be remembered that the director is responsible for the program *in toto* and that final decisions will ultimately be his responsibility. If additional training on the session or module is necessary, the program staff would return to Step 16 and retrain in that particular session, by completing the training loop, until adequate knowledge and skills are demonstrated.

If in Step 18 the staff demonstrated that they have the knowledge and skills necessary to complete the initial training session

or module, the other training sessions necessary for minimal implementation of the program model are conducted in priority order (Step 19) in a similar "loop" procedure. This training may be lengthy depending upon the program model component(s) utilized. When the minimal knowledge and skills for implementation of the program model components are obtained and demonstrated, the program staff initiates services to handicapped preschool children, their parents, and teachers, by implementing the program model component(s) chosen (Step 20).

Subsequent to the initial training and the implementation of services, the program staff meets at least once per week to discuss program successes and program problems (Step 21); and the staff continues implementation of program model component(s) and services to handicapped preschool children, their parents and teachers (Step 22). Additional training should continue to be provided by the outreach project as determined in Steps 19, 21 and 22, and should be conducted by the outreach project and/or the director as scheduled or as needed. The training loop would be implemented until the training results indicate that the staff has reached a desired competency level based on determined needs. Training should be a continuing activity. While additional training is being provided, the program staff continues implementation of the program model.

This completes Phase III of the outreach process model. While Phases I and II generally are not continued for more than part of one fiscal year to a selected target program, Phase III may be continued over an entire fiscal year (or perhaps longer in special instances) to achieve staff competency in the utilization of the program model as indicated by the written agreement. Additionally, such needed training as indicated in parts of Phase III would be continued by the director after the outreach project withdraws from the successful program.

Phase IV: Program Evaluation

Program evaluation is an integral part of this entire outreach

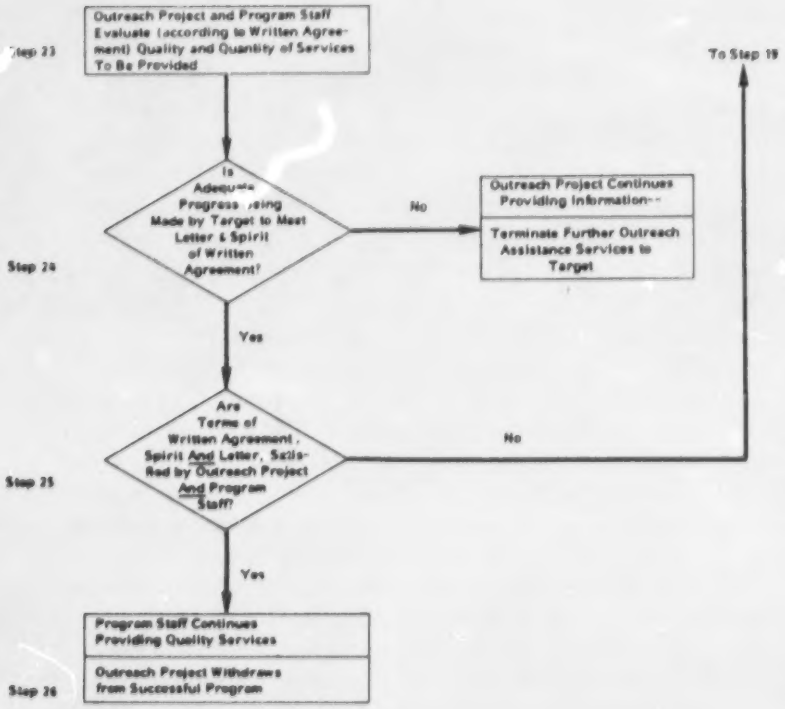
process model since specific information must be documented at each step to assist in making future decisions about outreach services (formative evaluation). Evaluation is a significant element of the outreach process model as the outreach project should know what its objectives are at any specified time with each specified target in order to make accurate project decisions.

Formal summative program evaluation of the implementation of a model by a target is composed of Steps 23 through 26 (Figure 6). Step 23 provides the outreach project, the director, and the program staff an opportunity to evaluate the services provided according to the written agreement. It allows for evaluation of the outreach assistance by the director and the program staff and allows for evaluation of the implementation of the program model by the outreach project. Because BEH-HCEEP outreach projects are committed to stimulating quality services to handicapped preschool children, their parents, and their teachers, such evaluation is critical. Thus, the outreach project must provide some judgment on the quality of the implementation according to the written agreement. Often it is useful to utilize a site visit team composed of an external site visitor and an outreach project staff member to perform this evaluation. The external site visitor might be an Outreach Project Advisory Board member who is familiar with the program model and may even have utilized the model himself. This provides an opportunity to have some measure of external evaluation along with the outreach project evaluation. There are two questions to be answered by this visit (which generally comes near the end of the project year, although when warranted should come earlier). First, is adequate progress being made by the target in meeting the letter and spirit of the written agreement (Step 24)? If a program has not implemented any model components and/or has not served any children or parents within the first six months of the program, generally further outreach assistance should be terminated. In other words, when a target does not adequately participate, a "no-payoff situation" is created for the outreach project, and resources should no longer be devoted to that target. If the answer to the first question is "Yes," the second question is asked: are the terms of

Figure 6

OUTREACH PROCESS MODEL

PHASE IV: PROGRAM EVALUATION


Step 23
Outreach Project and Program Staff Evaluate (according to Written Agreement) Quality and Quantity of Services To Be Provided
To Step 19
Step 24
Is Adequate Progress being Made by Target to Meet Letter & Spirit of Written Agreement?
No
Outreach Project Continues Providing Information--
Terminate Further Outreach Assistance Services to Target
Yes
Step 25
Are Terms of Written Agreement, Spirit And Letter, Satisfied by Outreach Project And Program Staff?
No
Yes
Step 26
Program Staff Continues Providing Quality Services
Outreach Project Withdraws from Successful Program

the written agreement, both the spirit and the letter, satisfied by the outreach project and the program staff (Step 25)? If progress has been made, but the terms of the written agreement are not yet satisfied, additional training and other assistance services should be provided to the program. However, if the terms of the agreement are satisfied and if the program staff is sufficiently trained to continue the program with its own services, the outreach project should withdraw from the program and utilize its resources with other targets.

APPLICATION

During the three years of Rutland Center National Outreach Project activities, target audiences and agencies (Step 1) have varied from the local special education coordinator and mental health center director to state special education directors and coordinators of mental health for children and youth. Current national targets are identified in Figure 7. Different sets of information about the Rutland Center-Developmental Therapy model have been developed for these targest and have been disseminated as indicated in Steps 2-6 of Figure 2.

Figure 7
OUTREACH PROCESS MODEL
STEP 1: Target Identification Example
Rutland Center National Outreach Project

Disseminate Information Concerning the Model to Key Interested Target Audiences:
- State Directors of Special Education
- State Mental Health—Children & Youth Offices
- Developmental Disabilities Councils (Autistic Children)
- Other Selected Target Audiences

Figure 8

OUTREACH PROCESS MODEL

Step 7d: Minimal Target Obligations Example

Rutland Center National Outreach Project

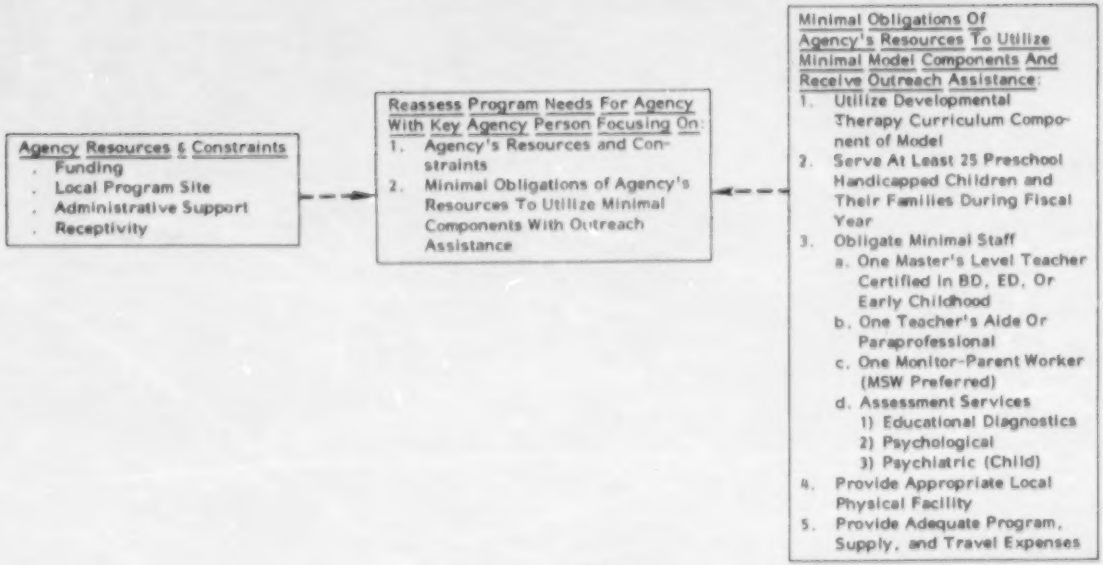
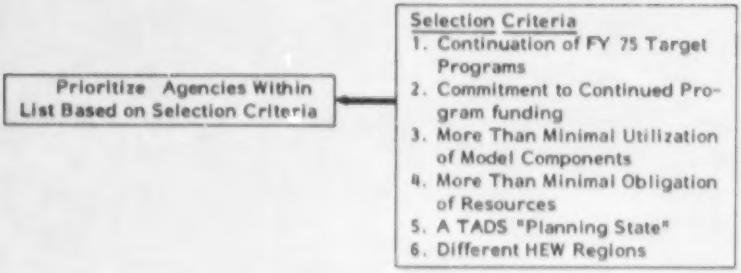

Agency Resources & Constraints
. Funding
. Local Program Site
. Administrative Support
. Receptivity
Reassess Program Needs For Agency With Key Agency Person Focusing On:
1. Agency's Resources and Constraints
2. Minimal Obligations of Agency's Resources To Utilize Minimal Components With Outreach Assistance
Minimal Obligations Of Agency's Resources To Utilize Minimal Model Components And Receive Outreach Assistance:
1. Utilize Developmental Therapy Curriculum Component of Model
2. Serve At Least 25 Preschool Handicapped Children and Their Families During Fiscal Year
3. Obligate Minimal Staff
a. One Master's Level Teacher Certified In BD, ED, Or Early Childhood
b. One Teacher's Aide Or Paraprofessional
c. One Monitor-Parent Worker (MSW Preferred)
d. Assessment Services
1) Educational Diagnostics
2) Psychological
3) Psychiatric (Child)
4. Provide Appropriate Local Physical Facility
5. Provide Adequate Program, Supply, and Travel Expenses

Figure 9

OUTREACH PROCESS MODEL
STEP 9: Selection Criteria Example
Rutland Center National Outreach Project


Selection Criteria
1. Continuation of FY 75 Target Programs
2. Commitment to Continued Program funding
3. More Than Minimal Utilization of Model Components
4. More Than Minimal Obligation of Resources
5. A TADS "Planning State"
6. Different HEW Regions
Prioritize Agencies Within List Based on Selection Criteria

This outreach project has "documented continued interest" and "program planning and design for targets" as indicated in Steps 7-7c in Figure 3. The specification of minimal target obligations to utilize the Rutland Center-Developmental Therapy model and receive outreach assistance (Step 7d) as determined by this outreach project are provided in Figure 8. Program planning and design for targets (Steps 7e-7g) was completed as indicated in Figure 3.

This outreach project implemented Steps 8, 10 and 12 of the program planning and design phase for outreach projects as indicated in Figure 4. Different selection criteria have been utilized for local, regional, state, and national targets (Step 9). The current selection criteria for national targets are contained in Figure 9. One example of a written agreement utilized by this outreach project (Step 11) is contained in Figure 10.

The training phase (Steps 13-22) is based on the Rutland Center-Developmental Therapy training information contained in Figure 11, and additional efforts are currently being made to provide even more detailed modules for each component. This outreach project has provided outreach assistance in training as indicated in Steps 13-22 in Figure 5.

Figure 10
OUTREACH PROCESS MODEL
Step 11 Written Agreement Example
Rutland Center National Outreach Project

TARGET AGENCY: SAMPLE TARGET AGENCY

Objectives	Planned Procedures	Measurable Results	Resources Used	Number Contacts
To serve approximately 25 emotionally handicapped preschool children (ages 2-8 years), their parents, and teachers utilizing the Rutland Center-Developmental Therapy Model and 5 full and part-time staff members during FY 76	1. Training for staff at model utilization sites	(Number staff trained)		
	a. Identification and referral	Number children referred	Materials (see Figure 9)	2 Days
	b. Intake and diagnostics	Number completed intakes & Diagnostics		2 Days
	c. Treatment (Curriculum) Model	Number of Children Served and Progress made	Travel monies	14 Days
	d. School "Follow-through"	Number of teachers served		1 Day
	e. Parent Services	Number of Parents served	Personnel	1 Day
	f. Program Evaluation	Number of sets of treatment data collected		4 Days
To evaluate the quantity and quality of model utilization and of outreach assistance	2. Evaluation a. Of model utilization	Ratings Summaries	Materials	1 Day
	b. Of outreach assistance	Ratings Summaries	Travel monies Personnel	1 Day
To prepare an annual BEH report for the outreach office and other reports as necessary	3. Completion of forms by summarizing evaluation data	Completed forms	Correspondence-- Personnel	1 Day

Estimated Total Agency Funds Obligated to this Effort: $ 45,000.00

Total Number of Seriously Handicapped Preschool Children (and Their Parents and Teachers) To Be Served By This Site and Its Stimulation of Other Sites: 25 per agency

William W. Swan, Ed.D.
Outreach Project Director

Appropriate Agency Official

The program evaluation phase (beginning at Step 23) is structured by both the "Program Evaluation Site Visit Booklet" for evaluating the utilization of the Rutland Center-Developmental Therapy model components and the "Evaluation Form for Technical Assistance Services" for evaluating the outreach services provided. The written agreement is an integral part of the evaluation phase.

The Rutland Center National Outreach Project has developed, tested, and applied the outreach process model as an integral part of its local, regional, state, and national outreach activities during the past three years. Such efforts have resulted in the stimulation and subsequent continuation of thirty-four targets serving emotionally disturbed preschool children, their parents, and teachers in Georgia (Wood, 1972, 1975) and other states. The general time frame for the completion of Steps 1-26, based on this outreach project's experience, ranges from twelve to twenty-four months, averaging approximately sixteen months.

Figure 11

OUTREACH PROCESS MODEL
STEPS 13-22: Example of Content
Rutland Center National Outreach Project

Model Components	Workshops-Topics	Materials	Audio-Visual Productions
1) Identification and Referral	-"A Child's Way of Asking"	-Chapter 3 (Referral and Intake Procedures) The Rutland Center Model for Treating Emotionally Disturbed Children "Special Help for Special Children" "Referral Form Checklist"	-"A Child's Way of Asking"
2) Intake and Diagnostics	-"Educational Assessments" "Psychological Assessments" "Staffing"	-Chapter 1 (Referral and Intake Procedures) The Rutland Center Model for Treating Emotionally Disturbed Children "Referral Form Checklist"	-None
	-"Parent Conferences"	-Chapter 7 (Services to Parents) The Rutland Center Model for Treating Emotionally Disturbed Children	-None
	-"Teacher Conferences"	-Chapter 6 (Field Services and Community Liaison) The Rutland Center Model for Treating Emotionally Disturbed Children	-None
3) Developmental Therapy Curriculum Model	-"Developmental Therapy Theory"	-Chapter 4 (Developmental Therapy) The Rutland Center Model for Treating Emotionally Disturbed Children -Chapter 1 (Developmental Therapy) Developmental Therapy	-"And A Child Grows" "Treatment Model Overview Growing Step-by-Step" "The Saga of a Troubled Child - A Mellow Drama"
	-"Curriculum by Objectives-DTORF Training"	-Chapter 4 (Developmental Therapy) The Rutland Center Model for Treating Emotionally Disturbed Children -Chapter 2 (Developmental Therapy Curriculum Objectives) Developmental Therapy	-None

Model Components	Workshops-Topics	Materials	Audio-Visual Productions
3) Developmental Therapy Curriculum Model (continued)	-"Setting up a Developmental Therapy Class"	-Chapter 5 (Implementing the Treatment Model) The Rutland Center Model for Treating Emotionally Disturbed Children	-"Video tapes on Stages"
	-"Materials and Activities- An Overview"	-Chapter 4 (Helping Children Grow With Materials and Activities) Developmental Therapy	-"Video tapes on Stages"
	-"Techniques and Methods- An Overview"	-Chapter 5 (Management Strategies and Verbal Techniques Which Bring Therapeutic Results) and Chapter 6 (Developing the Skills to be Effective Using Developmental Therapy) Developmental Therapy	-None
	-"Live-Space Interviews (LSI)"	-"Monitoring Format," Chapter 6, Developmental Therapy	-None
	-"Monitoring Skills and Process"	-LSI Materials, Chapter 5, Developmental Therapy	-None
	-"In Depth Study of Stage One of Developmental Therapy"	-Chapter 7 (The Stage One Class Responding and Trusting) Developmental Therapy	-None
	-"In Depth Study of Stage Two of Developmental Therapy"	-Chapter 8 (The Stage Two Class Where Children Learn Individual Skills) Developmental Therapy	-None
	-"In Depth Study of Stage Three of Developmental Therapy"	-Chapter 9 (The Stage Three Class Means Learning Group Participation) Developmental Therapy	-None

Model Components	Workshops-Topics	Materials	Audio-Visual Productions
3) Developmental Therapy Curriculum Model (continued)	-"In Depth Study of Stage Four of Developmental Therapy"	-Chapter 10 (The Stage Four Class Brings Satisfaction in Group Processes) Developmental Therapy	-None
	-"Developmental Music Therapy"	-Developmental Music Therapy Monograph -Developmental Music Therapy Curriculum Guide	"A Child Grows Through Music"
	-"Developmental Art Therapy"	-"Developmental Art Therapy-A Guide to Stages"	-None
4) School Followthrough	-"Teacher Services"	-Chapter 6 (Field Services and Community Liaison) The Rutland Center Model for Treating Emotionally Disturbed Children	-None
5) Parent Services	-"Parent Services"	-Chapter 7 (Services to Parents) The Rutland Center Model for Treating Emotionally Disturbed Children -"Rutland Center Parent Handbook" -"Developmental Therapy Objectives for Home Use"	-None
6) Program Evaluation	-"Program Evaluation"	-Chapter 2 (The Rutland Center Evaluation System) The Rutland Center Model for Treating Emotionally Disturbed Children -"An Evaluation System for a Psychoeducational Treatment Program for Emotionally Disturbed Children," Educational Technology, 1973.	-None

Model Components	Workshops-Topics	Materials	Audio-Visual Productions
6) Program Evaluation (continued)	-"Referral Form Checklist Training"	-"Referral Form Checklist and Associated Instruments"	-None
	-"Developmental Therapy Objectives Rating Form Training"	-"Developmental Therapy Objectives Rating Form and Associated Instruments"	-None
	-"Systematic Who-to-Whom Analysis Notation Training"	-"Systematic Who-to-Whom Analysis Notation and Associated Instruments"	-"Systematic Who-to-Whom Analysis Notation Training Tape"
	-"Data Systems"	"Demographic Data Coding, Monthly-Quarterly-Annual Reports"	-None

IMPLICATIONS

The outreach process model provides a generalizable framework for assisting outreach projects in delivering effective outreach services to selected targets. Specific parameters for particular program models must be specified in Steps 1, 7d, 9, 11, and 23 for the application of the outreach process model to a selected outreach effort.

The outreach process model encourages not only the specification of objectives and the selection of viable targets with compatible qualities but also the subsequent allocation of sufficient resources so that each outreach effort has a high probability of success. It provides for the focusing of energy, time, and attention on a specific work scope from which measurable results can be documented and related to distinct procedures. It facilitates the documentation and evaluation of an outreach project's efforts from which it would identify those things it accomplishes most effectively in terms of personnel with specific talents, materials with specific information, and a sensitivity to target needs and resources.

The experiences of this outreach project indicate that a project considering applying for outreach project funding should initiate its information dissemination efforts during the fall of its third demonstration year and that prior to this time an effort must be made to identify appropriate targets. Also an emphasis on information dissemination skills and program planning design skills on the part of outreach projects will enhance the effectiveness of the outreach assistance provided to selected targets.

The outreach process model is sufficiently specific to determine a framework for planning, providing, and evaluating outreach assistance services and sufficiently flexible for adjusting to the appropriate motivation and needs of each target selected for services.

References

Ackerman, Paul. "Potential Applicants for Outreach Activities Under Handicapped Children's Early Education Program." Memorandum, Bureau of Education for the Handicapped, U. S. Office of Education, October 23, 1974.

Gunn, L. "Organizing Your Staff for Replication." In Gunn, L. (Ed.), *Outreach: Replicating Services for Young Handicapped Children.* Chapel Hill, North Carolina: Technical Assistance Development System, University of North Carolina, 1975, pp. 124-132.

Havelock, R. G. "Delivering Replicable Products to Your Audience." In Gunn, L. (Ed.), *Outreach: Replicating Services for Young Handicapped Children.* Chapel Hill, North Carolina: Technical Assistance Development System, University of North Carolina, 1975, pp. 51-72.

Karnes, Merle B. and Zehrbach, R. R. "Identifying Replicable Products," In Gunn, L. (Ed.), *Outreach: Replicating Services for Young Handicapped Children.* Chapel Hill, North Carolina: Technical Assistance Development System, University of North Carolina, 1975, pp. 7-42.

Moss, J. W. "Finding Money for Developing Replicable Products." In Gunn, L. (Ed.), *Outreach: Replicating Services for Young Handicapped Children.* Chapel Hill, North Carolina: Technical Assistance Development System, University of North Carolina, 1975, pp. 103-122.

Stedman, D. J. "Selecting Target Audiences for Replicable Products." In Gunn, L. (Ed.), *Outreach: Replicating Services for Young Handicapped Children.* Chapel Hill, North Carolina: Technical Assistance Development System, University of North Carolina, 1975, pp. 43-50.

Wood, M. M. "Case Study 2: An Example of Program Development and the Replication Process." In Davis, D. W.; Elliot, B.; and DeVoid, R. R. (Eds.), *Replication Guidelines* (Tadscript # 1). Chapel Hill, North Carolina: Technical Assistance Development System, University of North Carolina, 1972, pp. 28-36.

Wood, M. M. "A Case Study in Replication: The Rutland Center." In Gunn, L. (Ed.), *Outreach: Replicating Services for Young Handicapped Children.* Chapel Hill, North Carolina: Technical Assistance Development Systems, University of North Carolina, 1975, pp. 133-156.

part c

papers on evaluating the impact of outreach activities

The six papers contained in Part C were written by program evaluation consultants based on their thoughts and experiences with particular Outreach Project Directors at the Conference. The contents of these papers provide intriguing ideas relative to the need to evaluate the impact of outreach efforts. These papers are not intended to be exhaustive treatises on the topics, but rather to be idea papers. Hopefully, these papers will stimulate additional ideas and means to evaluate outreach efforts.

Appendix II contains additional specific examples of indicators of impact relative to particular outreach activities.

Indicators of Impact of Awareness and Product Development/ Distribution Activities

Thomas Buffington, Thomas Buffington & Associates, Washington, D. C. and Robert T. Druckenmiller, Porter/Novelli Associates, Washington, D. C.

To identify Indicators of (Positive) Impact we would propose to measure the effect of outreach projects on specific target audiences. It would appear the principal wholesalers and retailers are:

- Parents
- Teachers/Paraprofessionals
- Teacher Training Institutions
- Education Administrators
- State Agencies/Legislators
- Physicians/Health Professionals
- Private Organizations
- Resource Centers (day care, Head Start)
- Other Special Education Projects

Products then need to be developed for, and disseminated to any combination, if not all, of the aforementioned, determined by specific objectives. For example:

- To increase awareness of the project
- To identify, screen, or assess handicapped children
- To train or offer technical assistance to specific groups, etc.

In relation to the development of products/materials, we would encourage a needs assessment to ascertain whether products are actually needed, and a rationale to serve as an indication of specific requirements. Specific products/tactics which might be developed to accomplish those tasks might be:

- Training aids, e. g., manuals, charts, videotapes, and related

brochures/handouts for workshops or seminars;

- Newsletters for direct mail campaigns to key facilitators and intermediaries;
- Articles for professional journals to reach educators, physicians, etc.

In each instance when the need for a product has been identified, and while that product is in its rough and preliminary forms, we urge a pre-test phase to assure the clarity and proper targeting of messages. It may also be feasible and valuable to assess attitudes toward the project, a "test" which can be effectively accomplished during pre-test via the focus group method.

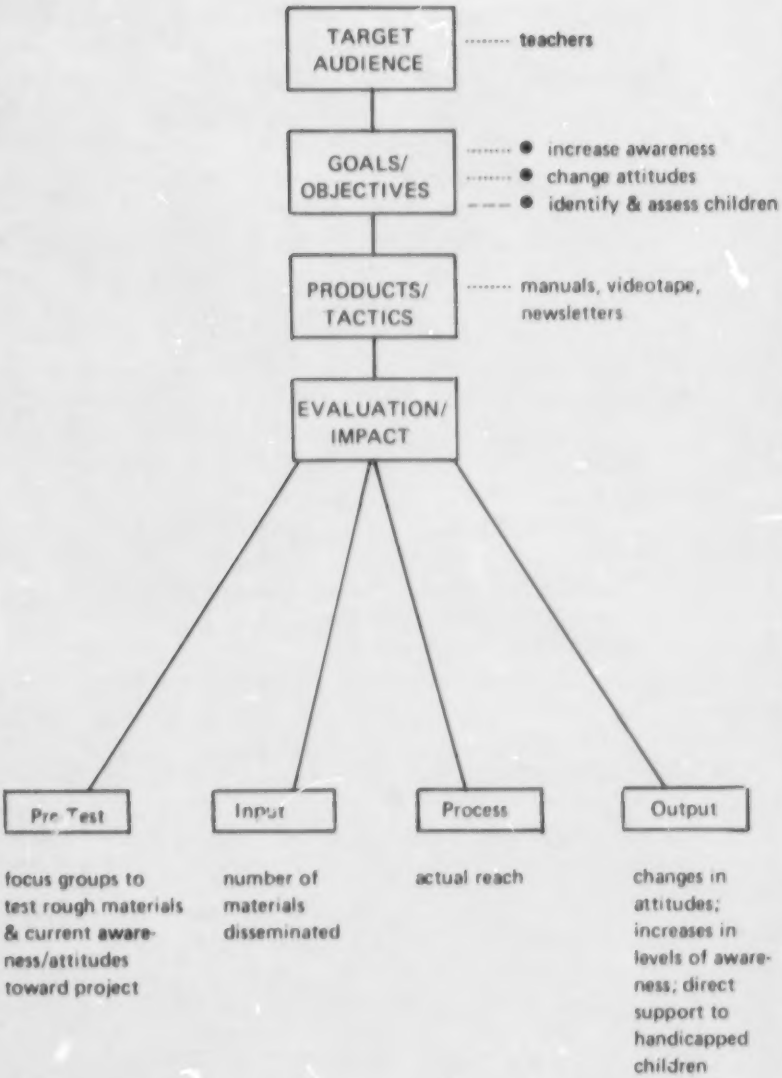
A measurement of the number of products developed and their reach can serve as a basis for the establishment of quantifiable goals for impact measurement. Resultant impact would be measurable in terms of:

- Increased levels of awareness
- Increased numbers of persons served (children and their parents)
- Attitudinal changes (improvements) toward projects, measured via post-testing.

These approaches are extremely basic and generally embrace the philosophical and theoretical manner in which we approach any marketing assignment, or the development of any task within the marketing spectrum. Figure 1 graphically presents our "standard" approach.

The factors which seem particularly relevant are related to the size(s) of consumer groups (children) and the enormously complex and sizable network of people and agencies impacting on small groups of handicapped children.

Figure 1


TARGET AUDIENCE
teachers
GOALS/ OBJECTIVES
increase awareness
change attitudes
identify & assess children
PRODUCTS/ TACTICS
manuals, videotape, newsletters
EVALUATION/ IMPACT
Pre-Test
Input
Process
Output
focus groups to test rough materials & current awareness/attitudes toward project
number of materials disseminated
actual reach
changes in attitudes; increases in levels of awareness; direct support to handicapped children

Suggestions for Measuring Impact of Technical Assistance Services Provided by Outreach Programs

Donald Croft, University of New Mexico, Las Cruces, New Mexico

The goal of Outreach is to provide high quality specialized services to preschool handicapped children and their parents. Two basic strategies are employed by Outreach to provide the high quality services to children and their parents. One, provide information and technical assistsance to projects wishing to implement a "validated" demonstration model; two, provide technical assistance to projects that wish to improve the services they offer to children and parents but want to retain their own basic program.

Outreach technical assistance is conducted with organizations which provide direct service to handicapped children and their parents. Thus, the following two basic types of impact data may be obtained.

1. *Organizational change* which resulted from the technical assistance provided by Outreach directly to the organization served.
2. *Child, parent, and community change* as a result of the improved services provided by the organization.

Accordingly, two sources of data are available to report the impact of Outreach technical assistance: 1) data describing technical assistance activities conducted by Outreach, which had an impact upon the organization served, and 2) data describing the impact of the improved services upon children, parents, and community served by the direct service organization. It appears feasible to develop two forms for collecting impact data. One completed by Outreach staff for each organization served, and one completed by the organization obtaining technical assistance. The first reporting form could be used by the Outreach directors to describe the impact of the technical assistance upon *organizational change* variables. The second form would be used by the organizations served to describe the impact of the assistance upon the children, parents, and the community served.

Thus, the form would reflect the impact of the separate activities: technical assistance by Outreach, and the direct services provided by the organization.

It is important to note, that Outreach directors are cautioned not to evaluate the programs conducted by the organizations they serve. In this way, an open dialogue is maintained which facilitates organizational change. The relationship of openness might change if the organization perceived that the impact data was "evaluative." Nevertheless, it appears reasonable that non-threatening forms could be developed and submitted to an objective third party, for example, TADS or WESTAR. In addition, the third party organization might secure funds from BEH for compiling the impact data for all the organizations providing and receiving technical assistance.

The flow chart describing Section V, Outreach—An Overall View, was examined to identify indicators of impact for the Stimulating High Quality Program Component. Plate 1 includes some suggestions for measuring the impact of the technical assistance services provided on each of the subtopics.

In addition, Plate 2 was prepared to suggest some overall impact criteria for the Outreach program which could be reported by BEH. At this juncture, it is not known if this type of data is available from technical assistance reports, annual reports, etc., nor is the organization in the best position to compile and put the data in report form. The nature of the report would, of course, be contingent upon the way in which the data was collected, who did the data analysis, and the target audience for the report.

All of these contingencies would serve as the impetus for discussions of policy related to impact reporting, by the participating organization.

---

[1] Chapter 1, Part A.

Plate 1

STIMULATING HIGH QUALITY PROGRAMS

TOPIC	IMPACT INDICATORS
A. Program Planning	1. A written program plan was developed. 2. Number of visits providing TA on topics of program planning. 3. Rating form completed by client indicating satisfaction with PP topics discussed. 4. Rating form indicating degree of new information provided by TA on specific components of PP.
1. Needs Assessment	1. A document was developed which identified specific needs. 2. Rating form completed by client indicating satisfaction with TA provided to assess needs.
2. Budget/Funding Sources/ Funding	1. Rating of satisfaction with TA for budget preparation, accounting procedures, allocating funds, etc. 2. Tally of number of funding sources identified. 3. Amount of funds obtained by client to support program.
3. Staff Selection	1. Report describing number of new staff hired, or received new training as a result of TA. 2. Vitae describing qualifications and source organization for new staff. 3. Performance ratings of new staff. 4. Biographical information on staff hired, retrained or volunteered for duties by sex, ethnicity, education, income, etc. 5. Number of children served by new and retrained staff.
4. Physical Facilities	1. Report describing topics discussed

	relative to appropriateness of physical facilities. 2. Funds expended for different types of changes in facilties. 3. Number of facilities meeting state certification requirements.
5. Proposal Writing	1. Number of proposals submitted and number funded by BEH as well as other federal, state or local agencies. 2. Estimated number of children and staff involved in proposal. 3. Amount of funds requested in proposals 4. Target population to be served.
B. Staff Training Preservice, Inservice	1. Amount of preservice and inservice training provided to staff. 2. Topics covered in training sessions. 3. Number of different approaches, media, and materials used in training sessions.
1. Components	1. Components included in training.
2. Philosophy	1. Attitude scales showing change in philosophy of staff.
3. Techniques	1. Number and type of different techniques used. 2. Achievement test data indicating knowledge learned. 3. Staff ratings of on-the-job performance of staff after training.
4. Workshops	1. Number of workshops conducted. 2. Tally of different topics for workshops. 3. Rating of workshops.
5. Screening	1. Types of techniques employed for selecting children. 2. Number of children screened. 3. Types of children screened.

C. Evaluation and Feedback of Model Utilization	1. Number of model components implemented. 2. Ratings of how similar implemented model is to original model. 3. Number and type, and satisfaction with the feedback activities provided to client. 4. Number of clients who implemented a specific model, the components of a model or received TA for improving their own program. 5. Number of programs receiving JDRP validation.

Plate 2

INDICATORS OF THE IMPACT OF TA SERVICES UPON ORGANIZATIONAL CHANGE, CHILDREN SERVED, AND THE PUBLIC AND PROFESSIONAL COMMUNITY

The following identify high priority impact criteria and are based upon the totals of all projects served.

1. Improvement of Service—Number of Sites, Number of Consultations.
   - Child
   - Parent
   - Staff
   - Demo/Dissem

2. Number and Type of Children Receiving Improved Services
   - Multiple—H.C.
   - Physical
   - Cognitive
   - Emotional

3. Funds Obtained from Other Sources for the Following: (Federal, State, local)
   - Child
   - Parent
   - Staff
   - Demo/Dissem

4. Training—Days Training on Following Topics, No. of people trained.
   - Child
   - Parents
   - Staff
   - Demo/Dissem

5. Model Implementation
   - Number of projects implementing 50% or more of components.
   - Number of projects implementing less than 50% of components.

6. Demo/Dissemination

Number brochures distributed
Number curriculum materials distributed
Number people observing model programs
Number papers read at conferences
Number articles published.

The Evaluation of Outreach Activities Designed to Stimulate High Quality Services

Tanya M. Suarez, Technical Assistance and Development System, Chapel Hill, North Carolina and Don B. Croft, University of New Mexico, Las Cruces, New Mexico

Outreach activities which are designed to stimulate high quality services are distinguished from other types of activities by several characteristics. First, the outreach activities are conducted at individual sites where services are being provided directly to children. This characteristic necessitates a service to the site which is specific to the children being served and the staff and resources which are available. Secondly, these types of activities focus on the program development areas of planning and implementation. Outreach activities, therefore, consist of providing assistance to local personnel in areas such as needs assessment, programmatic and administrative planning, program implementation, program management, staff development, etc. Related to this is the technical assistance nature of the services that the outreach project provides. Rather than concentrating exclusively on training, creating awareness of the need for services for young handicapped children, or seeking state involvement, the outreach project provides a variety of services depending on the particular needs of the individual site.

These characteristics have particular significance for the evaluation of outreach efforts. First, there is a need for an evaluation system which can accommodate the many differences found at targeted sites and the different types of assistance that are provided. Secondly, a plan for the evaluation of these efforts should focus on program development at the targeted sites. Finally, the evaluation system should provide data related to the effect of technical assistance type activities such as documentation of services provided to targeted sites, client satisfaction with the services provided and progress in and/or quality of program development related areas.

In the following pages we have attempted to provide a chart of the major areas in which outreach projects might serve targeted sites and to provide some indicators of the accomplishment and effect of

the assistance. The chart is intended to cover areas related to program planning and implementation and allow for flexibility in the choice of evaluation data to be collected depending on the area in which assistance is provided. It is also intended as a stimulator for creative thought and additional planning rather than any "last word" on the type of data that should be collected. It should, therefore, be modified and/or expanded to fit the particular goals and objectives of the outreach project, e.g., efforts to assist sites in the implementation of a specific model program, efforts which are limited to planning, etc.

The chart can be used in several ways. It can be refined into a checklist which can then be used at each site served. The checklist can provide data determining whether an event occurred, for example:

Is a plan for services to children developed? _____ YES _____ NO

or give some indication of the site's stage of development in relation to the targeted areas, for example:

Is a plan for services to children developed?

( ) a. not considered relevant to the assistance
( ) b. in the formulation stage
( ) c. finalized and ready for implementation
( ) d. implemented and operational

Summaries of the data from each site can be used to determine the extent and effect of the outreach activities on the target's development.

The chart can also be tailored to the outreach project's intents and used as an outline for a more elaborate evaluation design. For example, an evaluation of a programmatic needs assessment might be expanded to include data collection during the year to determine if needs have properly identified and met by the outreach assistance.

Regardless of the way in which it is used, it should again be emphasized that the information on the chart should be used selectively. Careful attention to the specific information needs of the outreach effort can provide an evaluation which not only satisfies the project's reporting requirements but also helps the project capitalize on its strengths and strengthen areas which are not as successful as desired.

PROGRAMMATIC AREAS AND INDICATORS OF IMPACT
Outreach Activities Designed to Stimulate High Quality Services

Programmatic Area	EXPECTED OUTCOME	
	Accomplishment	Qualitative Effects
I. Programmatic Needs Assessment		
A. Program Plan	1. List of needs	1. Staff satisfaction with the assistance provided
B. Program Plan 1. Children 2. Parents 3. Others (advisory groups, other participating agencies, etc.)	1. A developed, written plan for each component to be included.	2. Staff satisfaction with products developed
C. Administrative Plan		
1. Staff Selection	1. List of staff needs and necessary qualifications	3. Progress toward the development of a comprehensive plan
2. Staff Development	1. A developed written plan for staff development	
3. Materials	1. List of materials needed to implement the plan	
4. Facilities	1. Description of necessary facilities and/or facility modifications to implement the plan	
5. Budget	1. List of financial needs 2. List of potential sources and methodologies for obtaining financial support	
6. Schedule	1. Written schedule for implementation of the plan	
7. Evaluation	1. Written plan for evaluation of the program	

Programmatic Area	EXPECTED OUTCOME	
	Accomplishment	Qualitative Effects
II. Program Implementation		
A. Major Program Components 1. Children 2. Parents 3. Others	1. Number of clients served 2. Description of services provided	1. Progress of targeted groups in areas identified in goals and objectives 2. Quality of implementation of the plan
B. Administration		
1. Staff Selection	1. Needed staff hired	3. Staff growth in skills and attitudes
2. Staff development	1. Number of staff training 2. Description of staff development activities	4. Continuation of quality program after outreach assistance has been terminated
3. Materials	1. Materials obtained to implement program on site	
4. Facilities	1. Needed facilities and/or facility modifications secured	
5. Budget	1. Commitment of financial support by identified sources 2. Needed financial support obtained	
6. Schedule	1. Adherence to implementation schedule 1. Needed data collected and analyzed	

Evaluation of Outreach to States

Norman Ellis, Ohio State University, Columbus, Ohio

The determination of the impact of an outreach project's activities at the state level is very difficult. The difficulty is created by two conditions and the interaction effects of those two conditions. The first condition is well known and is found in almost any evaluation effort. That condition being that it is nearly impossible to isolate the influence of one factor in a very complex environment. The second condition is the difficulty associated with accessing changes at the state level. Indicators that are sensitive enough to detect change, particularly within short time periods, are very difficult to develop. The interaction effect of these two conditions is awesome, i. e., trying to develop an evaluation design where it will be nearly impossible to isolate project influence on an area where the indicators must be crude in the short run and to detect change demands very refined indicators.

The previous remarks should be read as a background for understanding the development of evaluation designs, rather than as an argument for not developing and implementing project evaluation systems. Indeed, the health and growth of the early childhood program and the development of full services to all young handicapped children demands that these projects have the best possible evaluation system.

Conceptual Framework

Two aspects of change are conceptualized to provide the framework for developing indicators of change within states and the relationship of project activities to these changes. The two aspects of change address the degree of and the nature of the change. The degree of change is conceptualized on a five-point continuum—awareness, commitment, experimentation, implementation, and institutionalization. The nature of the change is conceptualized in terms of where it occurs—agency, professional group and/or institution. The two aspects of change are displayed in the following tables.

NATURE OF THE CHANGE

DEGREE OF CHANGE	Professional Group	Agency	Institution
Awareness			
Commitment			
Experimentation			
Implementation			
Institutionalization			

The continuum of change reflects the point at which there is knowledge that something exists to the point at which the something exists throughout a given structure. The point awareness refers to a knowledge that programs can be developed for the education of young handicapped children. The point commitment refers to an overt act of support for programs for young handicapped children. Experimentation refers to the actual provision of a program(s) on a trial or pilot basis. Implementation refers to that point at which services are being provided within traditional structures and support systems for young handicapped children. Institutionalization can be defined as that point at which full services are available to all young handicapped children on a routine and continuing basis.

The difference between any two points on the continuum is, in most cases, clear. However, some notes should be made of some of the differences and their significance. The difference between awareness and commitment, while in many cases not great, is significant. The significant difference lies in the difference between being aware of programs and willing to overtly and therefore publicly support programs. The major difference between commitment and experimentation is the nature of the overt act of support. Commitment can be demonstrated by verbal and written statements, but experimentation demands the actual provision of service, however limited to young handicapped children. The difference between experimentation and implementation in some cases does not

appear great, but the significance is great. The number of available programs, for example, may be the same. However, at the point of implementation the provision of programs is seen as legitimate, while at the experimentation point this is a question to be answered. The basic difference between implementation and institutionalization is one of development versus maintenance. Put differently, building support, starting programs and generating resources are processes at the implementation point, while administering on-going programs with support and resources are processes at the institutionalization point.

The nature of the change categories (professional group, agency and institution) refer to major aspects of the educational system. They are crude categories. Time and effort will bring needed expansion and refinement, as experience disciplines our knowledge of the change role of outreach projects. In the meantime, the categories can provide the means for locating the targets for change of the outreach projects. Professional groups refer to these state-level organized bodies which represent various professional groups who have a measure of control over the creation of programs for young handicapped children, e. g., state association of school superintendents and teacher organizations. Agency refers to any organization which could provide part of administering the delivery structure for seminars for young handicapped children, e. g., state education agency. Institution refers to the delivery system or to components of the delivery system. The important distinction between institution and agency is that agencies do not directly provide services to children.

Change Indicators

The change indicators are organized in terms of the cells of the previous table. A range of indicators are developed for each cell. Thus, the indicators should be considered as a representative list and not an exhaustive list.

AWARENESS-PROFESSIONAL GROUP

1. Request from the group for information about programs
2. Request for a specific presentation about programs

3. Statements from the group or individuals of the group about programs
4. Statements in the professional organ, e. g., newsletter about programs
5. Request for additional information about programs
6. Test of the specific knowledge about programs

AWARENESS-AGENCY

same as above

AWARENESS-INSTITUTION

same as above

COMMITMENT-PROFESSIONAL GROUP

1. Personal statements of support for programs
2. Public and formal statements of support for programs
3. Policy statement from the association supporting programs
4. Contributions of time, money or other resources to support programs

COMMITMENT-AGENCY

1. Personal statements of support for programs
2. Public and formal statements of support for programs
3. Policy, administrative guidelines, etc., for programs
4. Percentage of a staff person's time for programs
5. A full-time staff person(s) for programs
6. Legislation
7. Budget

COMMITMENT-INSTITUTION

same as above except number 6 (legislation)

EXPERIMENTATION-PROFESSIONAL GROUP

1. Pilot program to train members
2. Ad hoc subcommittee responsible for programs
3. Interest group at state meetings

EXPERIMENTATION-AGENCY

1. Person(s) informally responsible for programs
2. Financial support of pilot projects
3. Programs are a topic of meeting agendas

EXPERIMENTATION-INSTITUTION

1. Starting a pilot program(s) for a selected number of children or for children with a specific handicap

IMPLEMENTATION-PROFESSIONAL GROUP

1. Creation of training programs for members
2. Committee for programs
3. Creation of a regular session at state meetings

IMPLEMENTATION-AGENCY

1. Items 3 through 7 under commitment-agency, with a difference in item 7 (Budget). Programs would be a regular budget line item in the agency budget at the implementation point.

IMPLEMENTATION-INSTITUTION

1. Full-time staff people
2. Permanent facilities
3. Supplies, materials and support services
4. General overt movement toward full services to all young handicapped children

INSTITUTIONALIZATION-PROFESSIONAL GROUP

1. Items 1-3 under implementation are fully functioning, permanently funded and at full service

INSTITUTIONALIZATION-AGENCY

1. All services available to other children are now available to young handicapped children

INSTITUTIONALIZATION-INSTITUTION

1. Full services to all young handicapped children

Change in the Indicators and Project Impact

The project evaluation must recognize that its effort is but one influence among many which affect the indicators. Thus, the evaluation effort should be directed toward showing that desired changes are occuring at the state level and that there is reason to believe that the project's activities are related to the changes.

One way to make such an argument would be to use the previously listed indicators or some of the indicators to trace changes at three levels. At the first level would be changes in the indicators that the project could show reasonably direct relationships, e. g., number of workshops, number of people trained, request for materials and request for training. At the next level the data are recorded which

show changes, but these changes are less directly related to project activities, e. g., changes in agencies in the state. At the third level, changes are even more difficult to related directly to project activities, but these are crucial indicators, e. g., number of new programs for children, increase in the state budget allocation, university trainings programs, etc.

If data were collected at all three of these levels and changes were occuring in desired directions at all three levels, then a project would be in a decent position to maintain that they were having an impact at the state level.

Evaluating the Impact of Training Activities

Charlotte C. Rentz, Educational Testing Service, Atlanta, Georgia

Outreach training activities may focus on one or both of the following groups: a)target personnel associated with a replication site, or b)target personnel who are not currently associated with a replication site. For the first group two general categories of training activities can be specified that relate to the role which particular individuals will play in the replication/implementation process. First, service delivery personnel are provided with what is typically called staff development training. The individuals involved as trainees are those who will actually attempt to replicate/implement one or more of the demonstration program components. A second category of training activities is directed toward administrative/supervisory support personnel. Two objectives appear to direct these training activities. As a result of outreach training these personnel can a) assure maintenance of replication, and b) train new staff who came on-board after the outreach training has occurred. For both of these categories the training is primarily program specific.

The second group, target personnel who are not currently associated with a replication site includes students in nearby colleges, various categories of stakeholders, policy makers, staff of other early education projects, etc. The specific training activities may vary from those which are primarily promotional or awareness oriented, to those which are quite similar, if not identical, to "training courses" or "modules" provided for replication site personnel, to training which is much broader than a *particular* program, i. e., teaching an introductory course in philosophy and techniques of early education for multi-handicapped children. Although replication site personnel might be involved in such training activities, training for replication or implementation at a selected replication site is not the primary focus. For purposes of discussion this type of training might be called "general training" as opposed to "staff development/replication training."

Other activities associated with the outreach training function are those which are directed toward stimulating, encouraging,

facilitating, or increasing the availability of training opportunities and resources. In working with university training programs, for example, the objective may be the establishment of programs of study in early education for handicapped children. Another objective might be to get university personnel to arrange for course offerings at locations or times more convenient for service delivery personnel. On the other hand, the objective might be to arrange for outreach project or replication site project personnel to teach one or more courses.

The indicators of impact for these various kinds of outreach training activities will vary with the purpose of the training. For reporting purposes, however, all training services should be documented. Such documentation would identify the type of training, the number and type of participants involved, the number of children associated with any particular service sites or agencies represented at the training, etc. These data summarized across training activities for a specified time period provide measures of training *efforts*. Indicators of participant satisfaction are probably also appropriate for all types of training activities conducted by outreach projects.

When the primary focus is on stimulating, encouraging, facilitating, or increasing the availability of training opportunities and resources, impact indicators might include:

- number of courses offered
- enrollments in the new courses
- agreements or announcements of courses offered off campus
- letters from local professionals indicating a willingness to provide training services
- descriptive analysis of the degree of congruence between the course or program advocated by the outreach project and the course or program actually offered
- number of courses (and enrollments) taught by outreach or replication site personnel
- number of enrollees in practicum/internship programs

A staff development/replication training program may be

considered long-term and continuous, however, particular training sessions are likely to be designed as relatively discrete units or modules. Each training session or module would involve a particular set of objectives with regard to what participants should know or be able to do as a result of the training. Training of replication site personnel particularly also involves objectives concerning actual behavior "on the job." In this case, observations of trainees performance outside the training session is needed. Indicators of impact include measures of participant satisfaction and perceptions of the degree to which participants felt their needs were met. More importantly, impact is indicated by the degree to which objectives were met. Those indicators would include, in some cases, the number of participants who met some performance criterion. In other cases, the production of a well designed lesson plan or curriculum guide might be the appropriate indicator. The indicators are easily specified once the objectives are clearly specified. Data collection will vary from administering pencil and paper multiple-choice tests, to analyzing/evaluating products produced by participants, to observing participants in contrived situations. The ultimate indicator of the impact of the training is the behavior of the participant on the job. Pre and post observations of teachers in classrooms, for example, provide data for determining the degree of impact.

Given a replication training program, the impact of individual training sessions can be evaluated, but the overall impact of the training program is of major concern. Assessment of the degree of congruence between the program implemented in a replication site and the program specifications as determined by the outreach project provides an indication of the overall impact. The assessment process would include observation, interviews, and the review and analysis of documents.

The evaluation of the impact of general training involves procedures similar to those indicated for replication training. The obvious difference is related to the fact that it probably would not be possible to directly observe participants on the job. Some follow-up, however, would be desirable. An evaluator might consider the possibility of a follow-up questionnaire that would involve self-reports of the use of ideas, materials, etc. which were part of the training.

Outreach Project Evaluation

Andrew E. Hayes, University of North Carolina, Wilmington, North Carolina

1. *Adopt an operational definition for "project evaluation" and a related statement of purpose.* As I work with project personnel, I find that assumptions about the meaning of the term evaluation differ quite markedly from time to time and from person to person. Before a project evaluation plan can be developed and implemented, it seems reasonable to expect that a definition must be adopted. I suggest that project personnel review a variety of program evaluation models to help the staff identify a philosophical position on evaluation and adopt criteria for an evaluation model. An excellent resource book for reviewing evaluation models is *Contemporary Approaches to Program Evaluation: Implications for Evaluating Program for Disadvantaged Adults,* Sara M. Steele, Educational Resources Division Capital Publications, Inc., Suite G-12, 2430 Pennsylvania Avenue, NW, Washington, DC 20037, 1973. This book contains an abstract and a list of related resource materials for an extensive list of evaluation models which have been grouped into six categories. These abstracts are well done and should be useful to project directors.

   Another resource which might be useful to project directors in their formulation of a philosophical position on evaluation is the CIRCE (Center for Instructional Research and Curriculum Evaluation), College of Education, University of Illinois, Champaign, Illinois 61820. Dr. Ernest R. House would be a good resource person regarding their materials. They have developed some questionnaires which measure attitudes toward educational evaluation. The questionnaires seem to be quite useful to focus the attention of an individual or a group upon some differences in assumptions about evaluation.

   I think the determination by project personnel of their operational definition of evaluation might facilitate the understanding of evaluation and the selection of appropriate

evaluative procedures and criteria for program evaluation

Attention to outcomes in addition to activities. In both program planning and project evaluation, many projects are focusing their attention too heavily upon descriptions of activities rather than upon specification of intended outcomes and description and analysis of the outcomes which occur. For example, a project may engage in a variety of staff-development activities and then describe those activities and the participation in those activities rather than describing the activities, stating the intended outcomes which occur. Of course it is important in a comprehensive program evaluation to describe the program as it is implemented, but such a description does not comprise an adequate program evaluation. Consideration of why the activity is to be undertaken should result in the identification of a variety of examples of outcomes of implementation. Specification of intended outcomes during planning is likely to result in a greater degree of creativity in selecting program alternatives as well as a higher probability that outcomes will be both attained and documented.

Evaluation of outreach for model replication. Many of the outreach projects are engaged in activities to influence other agencies to provide service, or to improve service by adopting a program model which is similar to the outreach project model program. Most often this outreach is called a "replication." I find project directors to be concerned about the "replication" program because of its (most often) variations from the model program. The directors seem frustrated by the existence of differences between their own program and the program in the replication site and because of a need to describe the program which was implemented as a result of the outreach activity. This condition is a barrier to outreach project evaluation. I think the condition exists because of the absence of a conceptual framework for describing a model program. I suggest, therefore, that projects define their "model" in terms of a set of

characteristics which go beyond simple description of activities and materials. Specifically, I recommend that each project (applicable for demonstration and outreach projects) define their programs in terms of the following characteristics:

1. The goal structure for the programs, including the areas of coverage, the level of coverage, the general and specific goals, and the relative priority of the goals.
2. The project roles, including the functions and related tasks which comprise the roles.
3. The relationships among roles, including authority, task, communication, and other relationships.
4. Assumptions
   a. about motivation of learners
   b. about learning and development
   c. about the nature of interactions among people
   d. about intervention strategies
5. Client group(s)
6. Program decision-making structures
7. Program decision-making materials
8. Resource requirements, including curriculum materials, time, personnel, and others.

The categories listed above would provide a much more diagnostic procedure for describing a program than would the use of such terms as "home-based," "center-based," "Piagetian," "Behavior Modification," "Diagnostic-Prescriptive," etc., etc. The increased diagnostic ability would allow the demonstration or outreach project to determine the functional characteristics of a replication site to determine the extent to which the site does, indeed, differ from the outreach model. These same model-description categories can be used, also, to measure change in the replication site.

IV. *Evaluation of product development.* Many projects are involved

in materials and/or other product development. Evaluation of the outcomes of project utilization should be planned as the products are being developed. This planning should include a careful specification of the expected audience for the product and the expected effects on the audience of the implementation of the product. In addition to the outcome data, however, product-development data should be included in the evaluation of developed products. Specifically, these data should include a description of the process of development of the product, a rationale for the product, interest data, readability data (if applicable), content validity data, cost data, audience ratings, etc. Of course these product-development data are not completely adequate for evaluation. They must be added to outcome data to comprise a comprehensive product evaluation.

V. *Evaluation of organizational effects.* Some projects are focusing their efforts on administrative and policy groups. The best guide for evaluation of programs to produce organizational effects is a rationale for the program and for the effort to influence the selected audience. An analysis of the audience should result in a set of expectations of the types of effects which can occur as a result of influence of the audience. For example, state legislators can introduce legislation, support legislation, appropriate funds, etc.; a local school board can establish program standards, establish programs, allocate resources, etc. Projects which expect to influence administrative and policy groups should focus their evaluation efforts on specification of organizational effects of their activities rather than upon simple description of the activities with the various audiences. Such effects could include development of policy, establishment of standards, allocation of resources, initiation of services, expansion of services, establishment of decision-making structures such as input teams and advisory boards. The organizational effects may be closely enough related to the provision of services to children that child services can be included in the description and analysis of organizational effects.

One point that often is overlooked by project personnel is the demonstration of the significance of the organizational effects. For example, the establishment of program standards by a local school board can influence all programs for children provided by that school system, or the adoption by a hospital of a screening procedure for babies might effect any child with the condition for which screening is required. Estimates of these effects can be made and included as part of the project evaluation.

VI. *Evaluation of "second-order" effects.* Some projects are experiencing "second-order" success or their outreach activity. That is, programs or agencies for which the outreach project provided assistance are now engaging in outreach activities. Projects should anticipate this "multiplier" effect and should document such outcomes whenever they occur. Furthermore, the importance of those second-order effects should be described.

VII. *Resources for evaluation models and methods.* Resources which relate to specific evaluation models and which present extensive treatments of the models include:

1. John M. Gottman and Robert E. Clasen, *Evaluation in Education,* Itasca, Illinois: F. E. Peacock Publishers, Inc., 1972.
2. National Society for the Study of Education, Part II, 68th Yearbook. *Educational Evaluation: New Roles and New Means,* Chicago: The University of Chicago Press, 1969.
3. Phi Delta Kappa National Study Commission on Evaluation, *Educational Evaluation and Decision Making,* Itasca, Illinois: F. E. Peacock Publishers, Inc., 1971.
4. Malcolm Provus, *Discrepancy Evaluation,* Berkeley, California: McCutchan Publishing Co., 1971.
5. Robert E. Stake, "The Countenance of Education Evaluation," *Teachers College Record,* LXVIII (1967), 523-40.

6. Robert E. Stake, "Objectives, Priorities, and other Judgment Data," *Review of Educational Research,* XL (April, 1970), 181-182.

7. Edward A. Suchman, *Evaluative Research,* New York: Russell Sage Foundation, 1971.

8. Ralph W. Tyler; Robert Gagne; and Michael Scriven (eds.), *Perspectives of Curriculum Evaluation,* AERA Monograph Series on Curriculum Evaluation, No. 1, Chicago: Rand McNally and Co., 1967.

summary

Outreach is a very complex topic. Hopefully, the information contained in this monograph will facilitate the reader's understanding of outreach in some of its various aspects. However, as we develop an Individualized Education Program (IEP) for each handicapped preschooler, the reader will necessarily develop an "IEP" for outreach based on his area(s) of interest.

While this monograph contains a variety of information on outreach, the reader is encouraged to select particular references from Appendix B and/or contact outreach projects listed in Appendix A for additional information.

111

appendix a

participants in the outreach project directors' conference

OUTREACH PROJECT DIRECTORS
(Listed by Region)

Region I

Ms. Frances H. Hale
School Administrative
District #51
Municipal Building
Cumberland, Maine 04021
(207) 829-5541
(3rd year)

Mr. Murray Rothman
New Haven Board of Education
Celientado School
400 Canner Street
New Haven, Connecticut 06511
(203) 562-0151

Ms. Cheri Hurst Allen
Project H.E.L.P. ME
Board of Education
Waterville Public Schools
Brookside School—
Drummond Avenue
Waterville, Maine 04901
(207) 873-0695
(2nd year)

Region II

Ms. Joy D. Glickman
Educational Alliance, Inc.
197 East Broadway
New York, New York 10002
(212) 475-6200 (2nd year)

Region III

Mrs. Deborah B. Tupper
National Children's Center, Inc.
Experimental Preschool
6200 Second Street, N. W.
Washington, D. C. 20011
(202) 723-0358
(2nd year)

Mr. John T. Neisworth/
Ms. Carol A. Cartwright
College of Education
The Penn State University
304 Cedar Building
University Park, Penn. 16802
(814) 865-1183
(1st year)

Ms. Janet L. Chitwood
Resurrection Preschool
2280 N. Beauregard Street
Alexandria, Va. 22311
(703) 578-1314
(3rd year)

Dr. Wanda B. Elder
University of Virginia
Medical Center
Department of Pediatrics
Box 232
Charlottesville, Va. 22901
(804) 924-5161
(2nd year)

Mrs. Jane C. Birckhead
Baltimore City Public Schools
Area for Exceptional Children
2300 N. Calvert Street
Baltimore, Maryland 21218
(301) 396-6997
(1st year)

Dr. Donald L. Klein
Handicapped Children's
Outreach Program
36 No. Beaver Street
York, Pennsylvania 17404
(717) 846-2504
(2nd year)

Dr. David L. Williams
School for Contemporary
Education
2912 King Street
Alexandria, Va. 22303
(703) 548-2770
(3rd year)

Ms. April Beavers
Mineral County Board of Ed.
Project PUSH
Mineral Street Annex
Keyser, West Virginia 26726
(304) 788-0788
(1st year)

Region IV

Dr. Loreta Holder
University of Alabama
College of Speech
c/o Special Education Dept.
P. O. Box 2592
University, Alabama 35486
(205) 348-7340
(1st year)

Mr. G. Harold Smith
S. W. Georgia Program for
Exceptional Children
P. O. Box 110A
Ochlocknee, Ga. 31773
(912) 574-4801
(3rd year)

Ms. Anne R. Sanford
Lincoln Center
Merritt Mill Road
Chapel Hill, N. C. 27514
(919) 967-8295

Ms. Nancy D. Gooch
South Carolina Department
of Mental Retardation
Whitten Village
Drawer 239
Clinton, S. C. 29325
(803) 833-2737,
Ext. 191 or 195
(2nd year)

Ms. Kathryn B. Horton
Urban Observatory of
Metropolitan Nashville
University Centers
1101 17th Avenue S
Howard Office Bldg.
Nashville, Tenn. 37212
(615) 256-0131
(1st year)

Mr. Anthony G. Beardsley
Rutland Center
698 Pope Street
Athens, Georgia 30601
(404) 549-3030
or 542-6076
(1st year)

Ms. Mary C. Lee
Frederick Douglas Civic
Improvement, Inc.
Handicapped Children's
Project
P. O. Box 9
Natchez, Mississippi 39120
(601) 445-9442
(1st year)

Ms. Gaynor B. Jordon
Access to Mainstream Training Outreach Project Alliance for Progress
P. O. Box 160
Powellsville, N. C. 27967
(919) 332-3819
(1st year)

Ms. Vicki S. Dean
Clinche-Powell Educational Cooperative
Box 279
Tazewell, Tenn. 37879
(615) 869-3605
(1st year)

Dr. Louis J. Rosso
Education Services Center
P. O. Box 1069
102 E. Arch Street
Lancaster, S. C. 29720
(803) 285-2001
(2nd year)

Region V

Mr. Arthur J. Moreau
United Cerebral Palsy of Northwestern Illinois
320 East Armstrong Ave.
Peoria, Illinois 61603
(309) 674-1808
(1st year)

Dr. Nicholas J. Anastasiow
Institute for Child Study
Indiana University Foundation
10th Street and Bypass #46
Bloomington, Indiana 47401
(312) 337-1733
(1st year)

Ms. Dianne Bowyer
Schaumburg School District # 54
Schaumburg Early Education Center
804 W. Bode Road
Schaumburg, Illinois 60194
(312) 885-4200
(2nd year)

Ms. Martha S. Moersch
Institute for the Study of
Mental Retardation and
Related Disabilities
130 So. First Street
Ann Arbor, Michigan 48108
(313) 764-4115
(2nd year)

Mr. Nels M. Andersen
Saginaw County Child
Development Center, Inc.
P. O. Box 3224
Saginaw, Michigan 48605
(517) 752-2193
(2nd year)

Mr. Steve Guedet
Children's Development Center
Project RHISE
640 N. Main Street
Rockford, Illinois 61103
(815) 965-6766
(1st year)

Dr. Merle Karnes
University of Illinois
Institute for Child Behavior
and Development
403 East Healey Street
Champaign, Illinois 61820
(217) 333-4890
(2nd year)

Ms. Vicki Wozniak
Alpena-Montmoreney-Alcona
Intermediate School District
Alpena, Michigan 49707
(517) 354-3101
(1st year)

Ms. Sherry Raynor
Project Outreach for Visually
Impaired Infants
Ingham Intermediate School
District
2630 West Howell Road
Mason, Michigan 48854
(517) 676-3398 or 3399
(3rd year)

Dr. Michael Hanes/
Ms. Sara Jane Adler
High/Scope Educational
Research Foundation
Preschool Department
600 N. River Street
Ypsilanti, Michigan 48197
(313) 485-2000, ext. 52
(1st year)

Ms. Susan Middleton
Early Education Outreach
Program
Mattocks School
447 Macalester Street
St. Paul, Minn. 55105
(612) 690-3995
or 690-3436
(1st year)

Dr. Rona Alexander
Curative Workshop of Milwaukee
Program Developent and
Evaluation
9001 W. Watertown Plank Rd.
Milwaukee, Wisconsin 53226
(414) 259-1414
(1st year)

Ms. Frances Archer/
Dr. Jeannette Reuter
First Chance Project
Kent State University
252 Lowry Hall
Kent, Ohio 44242
(216) 672-7970
(1st year)

Mr. David E. Shearer
Portage Project
Cooperative Education
Service Agency 12
412 East Slifer Street
P. O. Box 564
Portage, Wisconsin 53901
(608) 742-5342

Region VI

Ms. Gertrude L. Simonton
Preschool Program for
Handicapped Children
Lincoln Parish Schools
Lincoln Center
Arlington Street
Ruston, Louisiana 71270
(318) 255-6071
(1st year)

Mrs. Gay Herman
Clovis Municipal Schools
420 Grand Avenue
Clovis, New Mexico 88101
(505) 762-5250
(2nd year)

Ms. Jamie Tucker
Austin ISD Special Educ.
Carruth Annex
6016 Dilliard Circle
Austin, Texas 78752
(512) 474-4868
(2nd year)

Ms. Gloria Galey
Lubbock Independent School
District
DEBT Project
1628 19th Street
Lubbock, Texas 79401
(806) 747-3838
(1st year)

Dr. Lawrence Harris
Vista Larga Therapeutic School Project
2600 Marble, N. E.
Albuquerque, New Mexico 87106
(505) 843-2933
(1st year)

Ms. Cornelia Hanna
San Felipe Del Rio Consolidated ISD
P. O. Box 1229
Del Rio, Texas 78840
(512) 775-9561, Ext. 301
(3rd year)

Ms. Marion Thornhill
Special Services Department
Putman City Schools
5501 N. W. 39th Street
Oklahoma City, Oklahoma 73122
(405) 789-5151
(3rd year)

Mrs. Lois A. Cadman
Region IX Education Service Center
3014 Old Seymour Road
Witchita Falls, Texas 76309
(817) 322-6928
(1st year)

Region VII

Dr. Robert C. Gibson
Heartland Area Educational Agency
Division of Special Education
1932 S. W. Third Street
Ankeny, Iowa
(515) 964-2550
(3rd year)

Dr. Ralph Kenneth Wilcox
Children's Therapy Center of Pettis Co. Inc.
600 E. 14th, Box 1565
Seldia, Missouri 65301
(816) 826-4400
(1st year)

Dr. Mel Walden
Area Education Agency #6
Preschool Division
Marshalltown Project
507 E. Anson Street
Marshalltown, Iowa 50158
(515) 752-1723
(3rd year)

Ms. Diane N. Pefley
Mile High Child Care Assoc.
Mile High Consortium
8000 E. Girard, Room 411
Denver, Colorado 80123
(303) 750-1795

Dr. Tomas Clark
Utah State University
Communicative Disorders
Logan, Utah 84322
(801) 752-4100 ext. 7582
(3rd year)

Dr. Glendon Casto
Utah State University
Exceptional Child Center
Logan, Utah 84322
(801) 752-4100 ext. 8273
(1st year)

Ms. Kay Olsen
Division of Elementary
& Secondary Education
Section for Special Educ.
State Office Building #3
Pierre, S. Dakota 57501
(605) 224-3678
(3rd year)

Ms. Shelley Griffee
San Louis Valley Board of
Cooperative Services
22nd and San Juan
Alamosa, Colorado 81101
(203) 589-2536
(2nd year)

Ms. Joan Herst
Sewall Rehabilitation Center
for Crippled Children
Sewall Early Education
Development Program
1360 Vine Street
Denver, Colorado 80206
(303) 399-1800
(3rd year)

Dr. William Hoehle
Southeast Mental Health
and Retardation Center
Department of Infants
and Young Children
700 1st Avenue South
Fargo, North Dakota
(701) 237-4513
(2nd year)

Dr. Rita S. Weiss
INREAL
Dept. of Communication
Disorders & Speech Sciences
University of Colorado
Boulder, Colorado 80309
(303) 492-8727

Region IX

Ms. Beatrice Gold
Salvin School-Outreach Office
1925 Budlong
Los Angeles, Cal. 90007
(213) 731-7664
(1st year)

Ms. Annette Dahlman
Dubnoff Center for Child Development and Educational Therapy
10526 Victory Place
N. Hollywood, Cal. 91606
(213) 877-5678
(1st year)

Mr. Jack Hailey
Circle Preschool
9 Lake Avenue
Piedmont, Cal. 94611
(415) 655-0633
(2nd year)

Ms. Donna Lehr
San Diego State University
Dept. of Special Education
College Avenue
San Diego, Cal. 92182
(714) 286-6974
(1st year)

Dr. Setsu Furuno
University of Hawaii
School of Public Health-Biomed C105M
1960 East-West Road
Honolulu, Hawaii 96822
(808) 948-7625
(3rd year)

Region X

Dr. Joan R. Dickerson
Panhandle Child Development Association, Inc.
418 Coeur d'Alene Avenue
Coeur d'Alene, Idaho 83814
(208) 667-9478
(1st year)

Dr. H. D. Fredericks/
Dr. William G. Moore
Teaching Research Division
Oregon State System of Higher Education
345 N. Monmouth
Monmouth, Oregon 97361
(503) 838-1220 Ext. 401
(2nd year)

Ms. Jacqueline Walker
Yakima Indian Nation
Project Palatisha
P. O. Box 509
Toppenish, Wash. 98948
(509) 865-2255
or 865-5121
(3rd year)

Mr. Noel Croft
Project Vision-Up
1132 No. Orchard, Suite 19
Boise, Idaho 83704
(208) 377-1643
(1st year)

Dr. Alice Hayden
Model Preschool for the
Handicapped Children
Experimental Education
Unit—WJ10
Child Development and
MR Center
University of Washington
Seattle, Washington 98195
(206) 543-7583
(1st year)

CONFERENCE PARTICIPANTS

Consultants

Dr. Marilyn Parsley
State Office Building
Special Education Unit
201 Colfax Avenue
Room 410
Denver, Colorado 80203
(303) 892-2727

Dr. Glendon Casto
Exceptional Child Center
Utah State Univ. Affiliated
UNC 68
Logan, Utah 84322
(801) 752-4100 ext. 7753

Dr. Andrew Hayes
Education Department
D-102
University of North Carolina
at Wilmington
P. O. Box 3725
Wilmington, N. C. 28401
(919) 791-4330 etx. 289

Dr. Carl Huberty
325 Aderhold Hall
University of Georgia
Athens, Georgia 30602
(404) 542-4110

Mr. Thomas Buffington
2710 Ontario Rd., N. W.
Washington, D. C. 20009
(202) 232-1362

Dr. Tanya Suarez
TADS Suite 500
NCNB Plaza
Chapel Hill, N. C. 27514
(919) 967-9221

Dr. Dick Boyd
Portage Project
412 E. Slifer
Portage, Wisconsin 53901
(608) 742-5342

Dr. Norm Ellis
The Ohio State University
29 West Woodruff
Ramsyer Hall
Columbus, Ohio 43210
(614) 422-2565

Dr. Don Croft
Educational Research Center
New Mexico State University
Las Cruces, N. Mexico 88003
(505) 646-2004

Dr. Charlotte Rentz
Educational Testing Service
3445 Peachtree Road, N. E.
Suite 1040
Atlanta, Georgia 30326
(404) 262-7634

Mr. Robert T. Druckenmiller
Porter Novelli & Assocs., Inc.
3240 Prospect Street, N. W.
Washington, D. C. 20007
(202) 333-4659

Dr. Ronald Wiegerink
DD/TAS, Room 300
NCNB Plaza
Chapel Hill, N. C. 27514
(919) 967-9221

Mr. Neil Schortinghuis
Portage Project
412 E. Slifer
Portage, Wisconsin 53901
(608) 742-5342

Dr. Jack Cole
Educational Research Center
New Mexico State University
Las Cruces, N. Mexico 88003
(505) 646-1525

BEH Staff

Mr. Gaynell Catherine,
Staff Specialist

Dr. Nick Certo,
BEH/HCEEP Project Officer

Ms. Jane DeWeerd
BEH/HCEEP Project Officer

Ms. Sheila Friedman
BEH/HCEEP Project Officer

Dr. Mary Kennedy,
Division of Innovation
and Development

Dr. Garry McDaniels,
Director of the Division of
Innovation and Development

Ms. Carolyn Smith
BEH/HCEEP Project Officer

Dr. Ed Sontag,
Acting Chief of the Program
Development Branch

Mr. Lonnie Stewart
BEH/HCEEP Project Officer

Dr. Bill Swan,
BEH/HCEEP Project Officer

TBA Staff

Dr. Adrienne McCollum,
Vice President

Mrs. Mary Ann Welch
Associate

Ms. Angela Edwards,
Associate

Ms. Mary Sheppard,
Secretary

appendix b

references

PART A–CHAPTER I
REFERENCES

Ackerman, Paul, "Potential Applicants for Outreach Activities Under Handicapped Children's Early Education Program," *Memorandum,* Bureau of Education for the Handicapped, U. S. Office of Education, October 23, 1974.

Kennedy, Mary, *I. A Review of Dissemination Practices,* Discussion Draft of Position Paper, Division of Innovation and Development, Bureau of Education for the Handicapped, October, 1976.

Kennedy, Mary, *II. A New Approach for the HCEEP,* Discussion Draft of Position Paper, Division of Innovation and Development, Bureau of Education for the Handicapped, October, 1976.

Kennedy, Mary, *III. Criteria for Model Projects,* Discussion Draft of Position Paper, Division of Innovation and Development, Bureau of Education for the Handicapped, October, 1976.

Stock, J. R., et. al., *Final Report on Evaluation of Handicapped Children's Early Education Program (HCEEP),* Battelle Corporation, Columbus, Ohio, Contract No. OEC 0-74-0402, 1976 (ERIC: Final Report–ED 125 165; Appendices--ED 125 166).

PART A–CHAPTER II
REFERENCES

Campbell, Donald T.; and Stanley, Julian C., *Quasi-Experimental Designs for Research,* Chicago: Rand McNally & Co., 1963.

Cycles, "Project to Project: Athens, Georgia," *#1,* Technical Assistance Development System, The University of North Carolina, Chapel Hill, 1972.

Davis, D. W.; Elliot, B.; and DeVoid, R. R., *Replication Guidelines,* Tadscript # 1, Technical Assistance Development System, The University of North Carolina, Chapel Hill, 1972.

Georgia Department of Education, *Guidelines for Application for Psychoeducational Center Funding,* Program for Exceptional Children, State Office Building, Atlanta, 1973.

Havelock, Ronald G., *The Change Agent's Guide to Innovation in Education,* Englewood Cliffs, New Jersey: Educational Technology Publications, Inc., 1973.

Havelock, Ronald G., "Introduction to Delivery Strategies," A paper presented at the Replication Workshop sponsored by TADS, Atlanta, February 7, 1974.

Head Start Program Performance Standards (OCD notice N-30-364-1), Washington, D.C.: Government Printing Office, 1973.

Head Start Services to Handicapped Children (OCD notice N-30-332-1), Washington, D. C.: Government Printing Office, 1973.

House, Ernest R., "Technology and Evaluation," *Educational Technology* XIII (1973): 20-26.

House, Ernest R.; Kerins, Thomas; and Steele, Joe M., *The*

Demonstration Center. Urbana, Illinois: Center for Instructional Research and Curriculum Evaluation, University of Illinois, 1970.

Kerins, Thomas; House, Ernest R.; Lapan, Stephen; and Steele, Joe M., *The Illinois Demonstration Centers: The Visitor's View,* Urbana, Illinois: Center for Instructional Research and Curriculum Evaluation, University of Illinois, October 1969.

Kerins, Thomas; House, Ernest R.; Lapan, Stephen; and Steele, Joe M., *After the Visit: The Impact of Demonstration,* Urbana, Illinois: Center for Instructional Research and Curriculum Evaluation, University of Illinois, May 1970.

Platt, Judy, "The Rutland Center," *Exemplary Programs for the Handicapped,* Volume III Early Childhood Education case studies, Abt Associates, Inc., 55 Wheeler Street, Cambridge, Mass., June, 1973 (AAI Report No. 73-84).

Popham, James W., ed., *Evaluation in Education: Current Applications,* Berkeley: McCutchan Publishing Corporation, 1974.

Program Options for Project Headstart (OCD notice N-30-334-1), Washington, D. C.: Government Printing Office, 1972.

Rogers, Everett M.; and Shoemaker, F. Floyd, *Communication of Innovations,* New York: The Free Press, 1971.

Sansweet, Stephen J., "Dick Woolworth Builds a Better Mousetrap—and Falls on His Face," *Wall Street Journal* 176: 61.

Serving Children with Special Needs (Day Care #8), Washington, D.C.: Government Printing Office, 1972.

Stake, Robert E., "Measuring What Learners Learn," In *School Evaluation: The Politics and Process,* edited by Ernest R. House, Berkely, Cal.: McCutchan Publishing Corporation, 1973.

TAPEC (audio-slide training package), "And A Child Grows," Technical Assistance Office to the Georgia Psychoeducational Center Network, 698 N. Pope Street, Athens, Georgia, 1971.

U.S. Department of Health, Education and Welfare, *First Annual Report of the Department of Health, Education, and Welfare to Congress on Services Provided to Handicapped Children,* Washington, D. C.: Government Printing Office, 1973.

U.S. Department of Health, Education, and Welfare, Office of Child Development, *The Head Start Manual,* Washington, D. C.: Government Printing Office, 1967.

Wood, Mary M., Editor, *Developmental Therapy,* Baltimore: University Park Press, 1975.

Wood, Mary M., Editor, *The Rutland Center Model for Treating Emotionally Disturbed Children,* TAPEC Office, 698 N. Pope Street, Athens, Georgia, 1972.

Wood, Mary M.; and Fendley, Amy, "A Community Psychoeducational Center for Emotionally Disturbed Children," *Focus on Exceptional Children,* Vol. 3, No. 5, October, 1971: 9-11.

Wood, Mary M.; Quirk, J.; and Swan, W. W., "Comprehensive Services to Children with Serious Emotional and Behavioral Problems in Georgia," A report to the Governor's Commission to Improve Services for Mentally and Emotionally Handicapped Georgians, The Honorable John L. Moore, Jr., Chairman. Georgia Archives, June 23, 1971.

PART B—CHAPTER I
REFERENCES

Berman, Paul and McLaughlin, Milbrey Wallin, *Federal Programs Supporting Education Change, Vol. I: A Model of Educational Change,* 1974, Santa Monica, California: Rand Corporation, 1974.

Berman, Paul, and McLaughlin, Milbrey Wallin, *Federal Programs Supporting Educational Change, Vol. IV: The Findings in Review,* Santa Monica, California: Rand Corporation, 1975.

Berman, Paul; Greenwood, Peter W.; McLaughlin, Milbrey W.; and Pincus, John, *Federal Programs Supporting Educational Change, Vol. V: Executive Summary,* Santa Monica, California: Rand Corporation, 1975.

Fullman, Michael, *Implementation: Its Nature and Determinants,* A paper prepared for the English-Speaking Seminar, Oslo, Norway, 1975.

Fullman, M., and Pornfret, A., *Review of Research on Curriculum Implementation,* Report for U. S. Institute for Education, Career Education Program, 1975.

Havelock, Ronald D., *The Process and Strategy of Beneficial Changes: An Analysis and Critique of Four Perspectives,* Ann Arbor, Michigan: Institute for Social Research, Center for Research on the Utilization of Scientific Knowledge, University of Michigan, no date.

Karnes, Merle B., and Zehrbach, R. Reid, "Identifying Replicable Products," in Lynn Gunn (Ed.), *Outreach Replicating Services for Young Handicapped Children,* Chapel Hill, North Carolina: Technical Assistance Development System, 1975.

Prince, Daniel, *A Model of Outreach Employing a Market*

Orientation, an unpublished paper, February, 1976.

Robertson, Thomas S., *Innovative Behavior and Communication,* New York: Holt, Rinehart and Winston, 1971.

Rogers, Everett M., *Diffusion of Innovations,* New York: The Free Press of Glencoe, 1962.

Rosenau, Fred, *Tactics for the Educational Change Agent: A Preliminary Analysis,* San Francisco: Far West Laboratory, no date.

Ryan, Bruce and Gross, Neal C., "The Diffusion of Hybrid Seed Corn in Two Iowa Communities," *Rural Sociology,* 8:15-24, 1943.

PART B—CHAPTER II REFERENCES

Ackerman, Paul, "Potential Applicants for Outreach Activities Under Handicapped Children's Early Education Program," *Memorandum,* Bureau of Education for the Handicapped, U. S. Office of Education, October 23, 1974.

Gunn, L., "Organizing Your Staff for Replication," in Gunn, L. (Ed.), *Outreach: Replicating Services for Young Handicapped Children,* Chapel Hill, North Carolina: Technical Assistance Development System, University of North Carolina, 1975, pp. 124-32.

Havelock, R. G., "Delivering Replicable Products to Your Audience," in Gunn, L., (Ed.), *Outreach: Replicating Services for Young Handicapped Children,* Chapel Hill, North Carolina: Technical Assistance Development System, University of North Carolina, 1975, pp. 51-72.

Karnes, Merle B.; and Zehrbach, R. R., "Identifying Replicable Products," in Gunn, L. (Ed.), *Outreach: Replicating Services for*

Young Handicapped Children, Chapel Hill, North Carolina: Technical Assistance Development System, University of North Carolina, 1975, pp. 7-42.

Moss, J. W., "Finding Money for Developing Replicable Products," in Gunn, L., (Ed.), *Outreach: Replicating Services for Young Handicapped Children,* Chapel Hill, North Carolina: Technical Assistance Development System, University of North Carolina, 1975, pp. 103-122.

Stedman, D. J., "Selecting Target Audiences for Replicable Products," in Gunn, L., (Ed.), *Outreach: Replicating Services for Young Handicapped Children,* Chapel Hill, North Carolina: Technical Assistance Development System, University of North Carolina, 1975, pp. 43-50.

Wood, M. M., "Case Study 2: An Example of Program Development and the Replication Process," in Davis, D. W.; Elliot, B.; and Devoid, R. R. (Eds.), *Replication Guidelines* (Tadscript #1), Chapel Hill, North Carolina: Technical Assistance Development System, University of North Carolina, 1972, pp. 28-36.

Wood, M. M., "A Case Study in Replication: The Rutland Center," in Gunn, L., (Ed.), *Outreach: Replicating Services for Young Handicapped Children,* Chapel Hill, North Carolina: Technical Assistance Development System, University of North Carolina, 1975, pp. 133-156.

PART C—REFERENCES
OUTREACH PROJECT EVALUATION

Andrew E. Hayes
University of North Carolina
Wilmington, North Carolina

Clasen, Robert E.; and Gottman, John M., *Evaluation in Education,* Itasca, Illinois: F. E. Peacock Publishers, Inc., 1972.

National Society for the Study of Education, *Educational Evaluation: New Roles and New Means,* Part II, 68th Yearbook, Chicago: The University of Chicago Press, 1969.

Phi Delta Kappa National Study Commission on Evaluation, *Educational Evaluation and Decision Making,* Itasca, Illinois: F. E. Peacock Publishers, Inc., 1971.

Provus, Malcolm, *Discrepancy Evaluation,* Berkeley, California: McCutchan Publishing Co., 1971.

Stake, Robert E., "The Countenance of Educational Evaluation," *Teachers College Record,* LXVIII (1967): 523-40.

Stake, Robert E., "Objectives, Priorities, and other Judgment Data," *Review of Education Research,* XL (April, 1970): 181-212.

Suchman, Edward A., *Evaluative Research,* New York: Russell Sage Foundation, 1971.

Tyler, Ralph W.; Gagne, Robert; and Scriven, Michael, (Eds.), *Perspectives of Curriculum Evaluation,* AERA Monograph Series on Curriculum Evaluation, No. 1, Chicago: Rand McNally and Co., 1967.

OTHER REFERENCE

Bohlen, Joe M., "Needed Research on Adoption Models," Iowa State University, Ames, Iowa. U. S. A.: *Sociologia Ruralis, Journal of the European Society for Rural Sociology*, Vol. VII, No. 2, 1967: 113-129.

appendix c

idea worksheets

OUTREACH ACTIVITY AREA: AWARENESS

Activity	Sample Indicators of Impact
Advertising Promotional Mass Mailings Journal Articles Convention/Conference Presentations University Seminars Public Media Newsletters Exhibits Materials Dissemination	—number persons requesting additional materials/information by phone/ letter —number new CEC Chapters established (and number of members) by location —number persons requesting site visits and/or visiting demonstration site
Demonstration Conference/Workshops—Discrete	—number contacts resulting in • state involvement/coordination activities • provision of training • other

OUTREACH ACTIVITY AREA: PRODUCT DEVELOPMENT/DISTRIBUTION

Activity	Sample Indicators of Impact
Materials Revisions Field Testing New Materials Development Distribution of Materials Publications Handbooks Curriculum Guides	—number of items reproduced by third parties and distributed to others by such third parties —number of items evaluated by other agencies/groups and subsequently included in "approved" lists —number of children receiving new/improved services via use of selected materials items or components of model —number of items for which copyright has been obtained and publisher prints and distributes item

OUTREACH ACTIVITY AREA: STIMULATING SITES

Activity	Sample Indicators of Impact
Program Planning Needs Assessment Budget/Funding/ Funding Sources Staff Selection Physical Facility Proposal Writing Staff Training Preschool & Inservice Indepth & Continuing Evaluation & Feedback	—Changes in organization (personnel/ responsibilities of new staff) as a result of using model components —Changes in organizational procedures as a result of using model components Descriptive information for each site (include Continuation-Demonstration Site) —Tables 1A, 1B, 1C, 1D (for Continuatio —Name of contact person, complete address of site, phone numbers —number of preschool handicapped children (and their families) served by handicap by age • amount and source(s) of funding • number of staff (and type of staff) allocated to site for particular use of model • number of classrooms • model components utilized with or without adaption • child progress data based on use of services to children component —Number of 2nd generation sites

OUTREACH ACTIVITY AREA: TRAINING

Activity	Sample Indicators of Impact
Short-Term Workshop/ Training; Practicum-Internship Experiences; Working with University Training Programs (in cooperation with University Personnel)	—Identification of University training programs which incorporate which part(s) of model into coursework • number credit hours, course title and number • number students taking course • established practicum-internship sites —Number of handicapped children served by number of persons reaching criterion training —Amount and source(s) funding provided by others to support training experiences —Identification of Universities granting degrees in E. C. based on outreach efforts —Participant satisfaction; test performance; pre/post observation of performance; lesson plans; stimulations

OUTREACH ACTIVITY AREA: STATE INVOLVEMENT/COORDINATION

Activity	Sample Indicators of Impact
Communications Networks e.g., referrals	–Early Childhood State Plan (Development, DRAFT, Final Copy, Implementation)
Link Sources Together	• state guidelines for EC • new or revised licensure/certification standards for EC positons
Legislation	
Early Childhood State Plans	–Develop or amend state legislation for EC (written, introduced, passed, implemented)
Consortia	–New Positions/structure for EC within SEA
Advisory Board Participation	–SEA approved and fiscal support of EC programs
Policy Formation	• additional or reallocated teacher/aide units • Part D funding for EC training efforts • IV C, VI B, funding from SEA or other funding from other agencies in cooperation with SEA
	–Establish or revise SEA funding priorities to focus on EC
	–Referral networks/communication networks
	–New CEC Chapters

Activity	Sample Indicators of Impact
	—Handbook of EC (topics such as screening, etc.) published and distributed by SEA —New programs stimulated (amount and sources) of funding, number children served (See "Stimulating Sites") —Coordinated plan for HCEEP Consortium to focus efforts and avoid duplication of efforts

OUTREACH ACTIVITY AREA: OTHER

Activity	Sample Indicators of Impact
Support Services	—Number of programs stimulated using other models (See "Stimulating Sites")
Consultation in General	—Contracting for consultative services
Outreach Assistance in General	—Related projects funded (e. g., research
	—New SEA position for EC
	—Increased efficiency in services (new schedules; travel guidelines; increased number of kids served)
	—More children involved with more accurate results in screening/diagnostic procedures and subsequent direct services
	—Greater interagency coordination
	—Changes in pupil/staff ratios
	—Proposals written and funded
	—Cost Benefits Consideration/ Analysis